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ABSTRACT

As part of a federally-funded project to develop standards for English language learning in Texas public schools, the framework is designed to provide an intermediate step between state standards for essential knowledge and skills for native speakers of languages other than English (LOTE) and local curriculum development efforts. It is intended as an aid in development of curricular materials that reflect state standards but are tailored to local school districts' and campuses' particular needs and characteristics. An introductory chapter outlines program goals, the philosophy of education for K-12 LOTE education, and the components of the present framework. The second chapter presents eight guiding principles for curriculum design, and the third chapter discusses the definition, measurement, and development of language proficiency in this population. Chapter four summarizes the Texas Essential Knowledge and Skills for Languages Other Than English, the state performance standards for LOTE students, and chapter five addresses policy and program implementation issues, including program length, student placement, block scheduling, class size, language learning strategies, student evaluation, technology use, and program evaluation. Substantial appended materials include sample course outlines and lesson plans and support documentation. Contents are indexed. Contains 30 references. (MSE)

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A Texas Framework for Languages Other Than English

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Project ExCELL
Excellence and Challenge: Expectations for Language Learners

Southwest Educational Development Laboratory
Austin, Texas

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1997

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Preface

In January of 1995, the Texas Education Agency (TEA) applied for and received funds from the United States Department of Education's Office for Educational Research and Improvement (OERI). The funds, part of the Fund for the Improvement of Education Program (FIE), were for the development of the *Texas Essential Knowledge and Skills for Languages Other Than English* (*TEKS for LOTE*) and related products, including *A Texas Framework for Languages Other Than English.* TEA contracted with the Southwest Educational Development Laboratory (SEDL) to implement the project known as Project ExCELL (Excellence and Challenge: Expectations for Language Learners). The *TEKS for LOTE* were adopted by the Texas State Board of Education in April 1997.

In creating the *Framework,* Project ExCELL employed writing teams, consultants, field reviewers, and advisory committees that included Texas classroom teachers of languages other than English (LOTE), district supervisors of LOTE, college or university foreign language professionals, business people, and representatives from the community. In addition to drawing on their own expertise, the writers used the national standards for foreign language learning, curriculum frameworks from other states, data collected from field review and field testing, and current research in the field of language learning; they consulted experts in the areas of framework writing, foreign language learning, and language testing; and they met to debate, review and revise their product until they were able to reach consensus on what the *Framework* should look like. The publications *Standards for Foreign Language Learning: Preparing for the 21st Century* and *Articulation and Achievement: Connecting Standards,* and *Performance and Assessment in Foreign Language* both proved to be particularly important resources for Project ExCELL in the development of the *Framework.*

The *Framework* reflects high expectations for all students, supports extended sequences of language learning from grades PreK-12 (PreKindergarten-Grade 12), applies to all languages, takes into account the state and national standards for the LOTE discipline, and is tailored specifically to the needs of Texas teachers and students. The *Framework* emphasizes five program goals upon which current LOTE programs are based, the five "C's" of language education:

Communication, Cultures, Connections, Comparisons, and Communities. The five C's paradigm was produced by the National Standards Project in Foreign Language Education; the national standards for foreign language learning, as well as many other national and state standards projects, have used the five C's as a basis for their work. Although all five program goals are important, Texas sees Communication as being of primary importance. The other four program goals supply the content and context within which communication skills can be attained.

A Texas Framework for Languages Other than English serves as an intermediate step between the *TEKS for LOTE* and local curriculum development efforts. The framework facilitates the task of developing curricular materials that are based on the *TEKS for LOTE,* but are at the same time tailored to the particular needs and characteristics of local school districts and campuses.

For Project ExCELL, the *TEKS for LOTE* and the *Framework* represent steps in a systemic change process. The project has also addressed teacher education and teacher professional development. Project ExCELL's teacher education document, *Preparing Language Teachers to Implement the Texas Essential Knowledge and Skills for Languages Other Than English,* is a useful tool for institutions of higher education that prepare LOTE teachers. Not only will prospective teachers become familiar with the *TEKS for LOTE,* but they also will be prepared to teach in ways that make it possible for students to reach the standards. The professional development document, *Professional Development for Language Teachers: Implementing the Texas Essential Knowledge and Skills for Languages Other Than English,* makes it easier for teachers of LOTE to become familiar with the standards and to revise and adapt their teaching approaches to help all students to reach the high standards which the *TEKS for LOTE* outline.

Project ExCELL hopes to increase the likelihood that efforts to establish and meet high and challenging standards for all Texas students will become a reality in LOTE classrooms across the state.

Acknowledgements

Project ExCELL would like to express its gratitude and appreciation to those whose hard work and dedication made *A Texas Framework for Languages Other Than English* a reality.

Curriculum Framework Writing Team

This team, with the guidance and support of consultant Mary Atkinson, wrote much of the *Framework* and persevered through the revision process. The team reviewed and discussed the needs of Texas language students and teachers, contemplated and debated current research and application in language education, and considered and incorporated data gathered from the field review of the *Framework*.

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Texas Essential Knowledge and Skills for Languages Other Than English Field Test Sites

The school districts listed below participated in a field test of the *TEKS for LOTE*. As they tested the quality and utility of the *TEKS for LOTE*, teachers at the sites generated the material upon which the "learning snapshots" found in the *Framework* are based.

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1

Introduction

Language and communication are at the heart of the human experience. Language enables us to connect with other people by sharing experiences and ideas, expressing concerns and opinions, and obtaining information and knowledge. The ability to communicate in more than one language increases opportunities to understand other cultures and to interact with other people within our borders and beyond. The study of language and culture also helps us reach back in time in order to understand more fully the thoughts and ideas of other civilizations that have helped form our own.

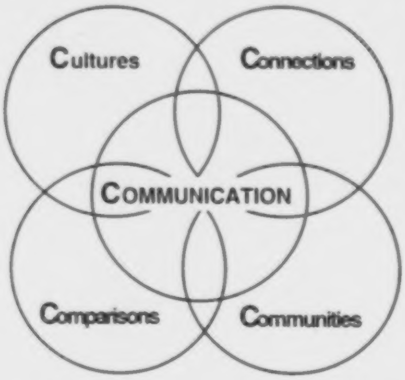
As the world becomes increasingly interdependent, it is important for every person to acquire the skills necessary for effective communication and cross-cultural understanding (Brecht & Walton, 1995). Language study provides a means to learn such skills and should be an integral part of every student's educational experience. All students should have the opportunity to prepare themselves for an informed and productive role in the world community.

A Texas Framework for Languages Other Than English presents a curriculum framework for the learning and teaching of languages aimed at helping all students reach the high and challenging standards described in *The Texas Essential Knowledge and Skills for Languages Other Than English* (*TEKS for LOTE*). The *TEKS for LOTE* are organized around the five Program Goals described below.

Program Goals: The five *C's* of language education

Communication Students develop communicative ability in three modes: interpersonal, interpretive, and presentational, integrating the skills of listening, speaking, reading, writing, viewing, and showing.

Viewing and showing are important and somewhat new concepts for language learning; they are elaborated upon in Chapter Four of the *Framework*.



Cultures Students learn about and experience other cultures.

Connections Students use language to acquire new information and knowledge in other subject areas.

Comparisons Students learn about the nature of language and culture by comparing other languages and cultures with their own.

Communities Students use language to participate in communities both at home and around the world.

Language is the dress of thought — Samuel Johnson

Background

Essential Elements

Since 1985 schools in Texas have implemented a common, statewide curriculum called the *Essential Elements* of instruction. This curriculum, adopted by the Texas State Board of Education in response to legislative action in 1981, detailed the elements of instruction that students should have the opportunity to learn. The *Essential Elements* have served since that time as the basis for local curriculum development, state-adopted textbook proclamations, and for preparation and development of educators.

Texas Essential Knowledge and Skills

Ten years after the first implementation of the *Essential Elements,* the Texas Legislature directed the Texas State Board of Education in 1995 to adopt the *Texas Essential Knowledge and Skills* for the required curriculum of the state's public schools, including Languages Other Than English (LOTE). The resulting *TEKS for LOTE* are to be used by school districts as guidelines for instruction.

Languages other than English are now included in the requirements of two of the three graduation plans approved by the Texas State Board of Education: two years of a language are a required part of the Recommended High School Program, and three years of a language are required for the Distinguished Achievement Program.

In recent years, the learning and teaching of languages in Texas and the nation clearly focused on the goal of communicative proficiency and cultural awareness through the development of linguistic skills. In addition, there are widely-accepted provisions for using LOTE to connect to other disciplines, to gain knowledge of English by making comparisons with the second language, and to participate more actively in the global community and marketplace.

The *TEKS for LOTE* and the *Framework* exist for the purpose of improving the quality of learning and teaching languages. The *TEKS for LOTE* reflect high standards and high expectations for all students and present a positive challenge for teachers and school districts to deliver quality language instruction.

What is a Framework?

A curriculum framework is a guide to assist members of the educational community at the local school district level in the design and implementation of a well-articulated district-wide curriculum. A curriculum framework is also a guide for developing curriculum and assessments at the classroom level. Those directly involved in the process may include teachers, administrators, coordinators, and curriculum developers.

In addition, a framework can be used as a tool to align the district curriculum with state standards, plan for preservice and inservice professional development, aid in the process of selecting instructional materials, and educate the community about curriculum areas.

A framework does not present detailed lesson plans, nor does it contain a list of items on which students should be tested. Curriculum frameworks are usually developed at the state level and may:

- ☐ reflect the policy and educational environment of the state and facilitate policy and curriculum decisionmaking in local districts and schools
- ☐ provide direction to local districts and schools while allowing for local flexibility
- ☐ provide a bridge between state standards and classroom practice
- ☐ reflect the thinking of state and national leaders and organizations in a discipline
- ☐ provide a common point of reference for state, district, and local educators to coordinate the components of the instructional system
- ☐ emphasize themes and concepts
- ☐ be implemented on a voluntary basis

The *Framework* has been developed to provide guidelines and facilitate decisions at the local level about effective ways to deliver language instruction and design programs in the schools. The substance of the document addresses the tenets of the LOTE discipline, student performance expectations at various checkpoints, how students learn the discipline in varying ways as well as different ways to teach it, and strategies for translating the *TEKS for LOTE* into curriculum at the district level and devising activities and lessons at the classroom level. It is important to note that the *Framework* does not represent a set of prescriptive rules; it is meant to be expanded upon and interpreted for specific district and classroom needs.

The Changing Paradigm of PreK-12 LOTE Education

In the past ten years, research in language instruction has changed the focus of the learning and teaching of LOTE. The teaching of LOTE is evolving to include programs that provide instruction from PreK-12 (PreKindergarten-Grade 12) and allow all students to develop language proficiency and skills they can use in the real world. This chart summarizes the general trends in the growth of the learning and teaching of languages other than English.

Building on... ••••••••• ➤	Moving to...
an emphasis on offering traditional languages (such as Spanish, French, German, and Latin)	course offerings that include traditional languages and less commonly taught languages (such as Chinese, Japanese, Russian, and Arabic)
programs starting in grades 7 or 8	programs starting in elementary school and continuing uninterrupted through high school
LOTE courses for college-bound students and students perceived as "above average"	LOTE courses for *all* students (as explained in guiding principle 1 on page 7)
academic language learning which focuses on preparing students to study LOTE literature	language learning that enhances future career opportunities and fulfills students' personal interests and the needs of all sectors of society (government, community, business, and education)
curriculum based on memorization	curriculum based on acquiring the language through meaningful communication
grammar- and literature-based curriculum	proficiency-based curriculum that focuses on speaking, listening, reading, writing, viewing, and showing but also includes the study of grammar and literature
language learning as a separate subject area	language-across-the-curriculum, language as part of an interdisciplinary curriculum
placing native speakers in regular LOTE programs	course offerings and/or assignment options specifically designed to maintain and expand language proficiency of native speakers
placing bilingual, ESL, and LOTE students in separate programs	programs that combine students with LOTE background and other students (e.g., dual-language and immersion programs)
curriculum that emphasizes facts about the LOTE culture(s)	curriculum that provides ways to experience culture through language and that explores the student's own culture in the context of exploring other cultures
textbook-driven instruction	a wide variety of instructional approaches and materials (including the Internet, CD-ROMs, and authentic materials such as newspapers in the language)

Table 1.1: The Changing Paradigm of PreK-12 LOTE Education

Components of *A Texas Framework for Languages Other Than English*

Introduction

- ✔ summarizes the importance of languages as part of all students' PreK-12 educational program
- ✔ provides background information on statewide standards and curriculum development efforts in Texas
- ✔ defines and gives the purposes of a framework
- ✔ presents The Changing Paradigm of PreK-12 LOTE Education

Guiding Principles

- ✔ presents eight key statements about the learning and teaching of languages other than English that provide the foundation for the *Texas Essential Knowledge and Skills for Languages Other Than English*

Language Proficiency

- ✔ defines language proficiency and proficiency levels; addresses the relationship between accuracy and proficiency; describes novice, intermediate, and advanced proficiency levels

TEKS for LOTE

- ✔ describes what all students should know and be able to do in LOTE according to the five Program Goals of Communication, Cultures, Connections, Comparisons, and Communities; provides "learning snapshots" from selected classrooms

Implementation

- ✔ provides helpful information about implementing LOTE programs at the district and classroom levels

Frequently Asked Questions, Abbreviations & Acronyms, References, Index

Appendices

- ✔ includes sample course outlines, selected resources, and other helpful supplementary material

2

Guiding Principles

A Texas Framework for Languages Other Than English is based upon a set of guiding principles, or key statements about the learning and teaching of languages other than English. These guiding principles are supported by language education research and experience as well as by a strong commitment to the importance of languages as part of all students' educational program in our schools.

Inclusion of all students

1 *Acquiring languages other than English is essential for all students.*

Language learning benefits everyone

Language learning is for everyone and its applications are countless. Throughout the United States the importance of knowing languages other than English is recognized not only for the benefits it brings students in an academic setting, but also for the benefits it brings to individuals and communities as we interact with others locally and around the world in business and in social situations. The people of Texas speak numerous languages and represent many different cultures; they have long valued the richness that Texas' heritage and culture bring to their state.

All students can learn languages

In the past, courses in languages other than English were geared primarily toward college-bound students. However, this trend is changing. Given the opportunity, all students are capable of and can benefit from learning other languages. Data from standardized tests of reading and math in Cincinnati, the state of Louisiana, and Milwaukee show that traditionally disadvantaged groups gain an educational advantage through instruction in languages other than English. Students with strong LOTE instruction in the early elementary grades scored consistently higher than those with no LOTE instruction (Müller, 1989; Wisconsin Department of Public Instruction, 1996). The advantage that proficiency in LOTE provides in today's world has made learning languages increasingly important for all students.

Students communicate and interact with people from other cultures

When students acquire another language, they gain the skills that allow them to communicate effectively in that language. They can engage in conversations for business and social purposes. By reading and writing the language, they can come to understand the thoughts, feelings, and ideas of others. Through LOTE, students learn to use language to interact with people from other places and cultures.

Students develop thinking skills

The skills and knowledge acquired through the study of languages other than English are transferable to other areas of the curriculum and strengthen students' intellect while enhancing their lives. Acquiring a new language helps students gain important thinking and reasoning skills, for example, as students ask and answer questions; express opinions; and summarize, synthesize, and evaluate material. Language learning is a building process; students progress by applying what they have learned to new situations. As they learn languages, students develop memorization skills using stored information to create and communicate in meaningful ways. Learning the structural differences between new languages and one's native language requires abstract reasoning, mental flexibility, and creative problem solving.

Students enhance their first language skills as they learn their second language. They develop better listening skills by paying careful attention to the sounds and rhythms of the new language. They improve their speaking skills as they practice new sounds, paying attention to diction and pronunciation. Students in the LOTE classroom are constantly engaged in using language, gaining practice working with partners and speaking in front of large groups. These are valuable skills they can apply with increased confidence in their first language. Learning to decode and decipher another writing system helps students increase reading, writing, and problem-solving skills, equally applicable in the native language. In addition, language learners gain metalinguistic skills, that is, skills that enable them to think about languages and how they work, thus facilitating acquisition of additional languages and deepening their appreciation and understanding of their first language.

Students strengthen first language skills

By learning a language, students gain access to the culture(s) associated with that language. Using the necessary tools and communication strategies, they are able to identify cultural concepts and traits. In addition, students learn about everyday life and social institutions, contemporary and historical issues, works of literature and art, and scientific innovations. Having access to new and different types of information expands and enhances the knowledge students gain in other disciplines, allowing language students to bring new insights to the content of other subject areas. Language students learn to see the perspectives beneath the surface of the culture.

Students learn about other cultures

Students learn about themselves

The experience of learning a second language also increases awareness of self and others. As students get into the habit of looking beyond their customary cultural and linguistic "borders," they develop insight into their own language and culture and learn to treat others with respect. This promotes cross-cultural communication and understanding, and expands students' sense of community.

Students who graduate from high school knowing more than one language are better prepared to participate in the international community and marketplace of the twenty-first century. Through learning languages, students become better prepared to interact with others and to extend their influence and participation in the world. In addition to the practical advantages that knowing languages brings, studying LOTE is enjoyable and brings personal fulfillment for many students.

Student Variables

2 *Multiple student variables affect how students acquire languages.*

First language acquisition and further language acquisition follow similar patterns

When children learn their native language, they construct that language in the real world. They use the language to convey particular meaning and for specific purposes. Similarly, acquiring a new language involves using previously acquired language skills within a context of meaningful and purposeful communication (Omaggio, 1993). Whether a preschooler, teen, or adult, students of all ages must internalize a language's components (such as its sound system, basic lexicon, and grammatical structures). In addition, language learners must have many opportunities to practice the language so as to develop effective communication strategies and culturally appropriate ways of interacting in the new language. All students can learn languages; the process of acquiring one's first language is very similar to how one acquires other languages. Still, it is critical that the instructional process match the students' particular learning variables.

Age and developmental stage

The age and developmental stage of the learner is one variable that affects language acquisition. Elementary students can acquire language by actively listening and participating in real and meaningful contexts, such as storytelling, hands-on presentations using science or mathematics or social studies content, interactive songs, and children's games. Young learners should use their new language in conversations about topics that interest them. Reading and writing should support and reinforce what was learned in listening and speaking activities. To develop language skills, early elementary students rarely need explicit instruction in syntax (Krashen & Terrell, 1983).

Multiple intelligences and individual learning styles

Multiple intelligences and individual learning styles play a role in how students acquire language. As students mature, their individual language acquisition styles emerge. Auditory learners acquire language best by listening to oral presentations, music, and tapes. Visual learners benefit from pictures, diagrams, models, maps, and the written word. Those who learn kinesthetically like to move around—for example through dancing and role-playing—thus connecting language to movement. Most students, however, learn and retain knowledge best through a combination of learning styles and intelligences (Gardner, 1993).

See Appendix C for multiple intelligences chart.

Prior knowledge and experience with language

Prior knowledge and experience with language and content also influence how students learn in language classrooms. The language studied may be the native language for some students while, for others, it could be their first experience with a language other than English. All students bring some type of language experience to the language learning classroom. Some students enter LOTE programs with well-developed listening and speaking skills in the target language that can become the foundation for literacy in that language. They will build upon the native language skills they bring and benefit from opportunities for further development in the skill areas of reading and writing.

Emotional and affective factors

Finally, there are emotional and affective factors that influence language acquisition. Students' motivation, self-confidence, and level of anxiety can have an impact on how they learn languages. Students are motivated when the content is meaningful and purposeful. They are more apt to practice language when they feel comfortable, are free to make the mistakes necessary for gaining language skills, and are encouraged to take the risks necessary to create meaning in another language (Krashen, 1995; Larsen-Freeman & Long, 1991).

For more information on affective factors that influence language learning, see Krashen's Affective Filter hypothesis (Krashen, 1995).

Learning disabilities

Students who are identified as learning disabled because of difficulties in areas such as storing, processing, or producing linguistic information often experience challenges in learning languages. Reading and writing will present difficulties for students with certain types of learning disabilities, such as dyslexia or language-based learning disabilities (LLD). Teachers need to be alert to adaptations needed so that students with these difficulties can show what they do know and can do. Different forms of assessment may be necessary.

For these students especially, immersion programs and/o instructional approaches that place particular emphasis on hearing, seeing, writing, manipulating, physically acting out, and connecting visuals with the language are recommended.

Teachers respond to the different variables affecting how students acquire languages by using a variety of instructional strategies. These strategies help students learn more effectively and develop communicative proficiency or the ability to use language for purposeful communication. The chart below (Table 2.1) suggests strategies teachers can use in response to the variables affecting language acquisition described in this guiding principle.

Variables Affecting Language Acquisition	Instructional Strategies
age and developmental stage	choose age-appropriate experiences, topics, contexts, materials
diverse learning styles	employ various instructional strategies including auditory, visual, and kinesthetic techniques
prior general knowledge	build on knowledge and experiences acquired outside of the classroom
prior linguistic knowledge	provide multiple points of entry into language programs; choose activities where students can demonstrate various levels of proficiency
emotional and affective factors	create classroom environments where students are motivated and feel comfortable taking risks and making mistakes necessary for acquiring language
learning disabilities	use approaches that allow these students to be successfully included in the language learning experience, e.g., approaches that use and have students employ a combination of skills

Table 2.1: Teacher Strategies for Student Variables

Advanced Proficiency

3 ***Knowing languages other than English at advanced proficiency levels upon graduation benefits students and society.***

Real-world applications for advanced language proficiency

When students graduate from high school knowing a language in addition to English at an advanced proficiency level, they are able to use that language for real-world applications in the community, on the job, and in their personal lives. Real-world applications of LOTE include reading and writing letters or reports, giving presentations, conducting business over the telephone for work or educational purposes, reading newspapers from around the world to stay up on current events, and using mail or the Internet for making lasting friendships.

See Chapter Three for a definition of advanced proficiency.

Lifelong learning

In school, students of LOTE develop the skills to become lifelong learners. Outside of school, students use these skills and the language to stay current about world events via newspapers, magazines, television, and the Internet. They enrich their personal lives by reading books and enjoying programs and presentations in other languages. They use LOTE to communicate with other people with personal messages via e-mail locally and internationally.

Language as an important job skill

Knowing more than one language is an increasingly desirable job skill. It is not enough for students to graduate simply being able to use a language to say their names, talk about the weather, and ask where they can find the post office. Tomorrow's graduates need to reach advanced levels of proficiency; such proficiency allows them to use technology, work, travel, interact with people across cultures, and participate in a world of selling products and ideas. It is the goal of the *TEKS for LOTE* that students will be able to achieve advanced proficiency in a language other than English. This is possible only when programs begin early, preferably in elementary school; however, different learners and different programs will lead to different levels of achievement in regard to this goal. Proficiency is closely related to the length of time a student studies and practices the second language.

Students of classical languages obtain linguistic skills and historical perspective

Classical language learners benefit from advantages including and in addition to those mentioned above. Students of classical languages enrich their English vocabulary and develop a basis for better understanding modern languages. Also, by learning about the ancient world, they gain a sense of where we have been and how we have changed throughout history and an appreciation for western cultures of past times.

Knowing languages strengthens our society

On a national level, a multilingual populace strengthens our society by expanding its members' sense of community. When individuals are able to use language to cross linguistic and cultural boundaries, they gain an understanding of each other's similarities and differences and learn to treat each other with respect.

Benefits of Extended Sequences

4 ***LOTE programs that start in elementary school and continue uninterrupted through high school allow students to reach advanced levels of proficiency and benefit students in other academic and social arenas.***

Studies show that developing advanced language proficiency requires an extended period of time so that students have ample opportunities to experience and practice the language in meaningful communication. Students who begin their course of study early, i.e., in elementary school, have a better chance of developing an advanced level of proficiency and of being able to use LOTE effectively (Curtain, 1990; Omaggio, 1993).

Developing proficiency takes time

The simple truth is that learning to communicate in another language takes time. The goals set out in the *TEKS for LOTE* for advanced proficiency simply cannot be reached in two or three years of language study. Given enough class time and a good instructional program, students can start the study of a language in middle or high school and do well; however, it is unlikely that they will reach a level of proficiency required for most real-world applications. Data from the testing of Texas students in their third year of high school language study show that some students do reach the intermediate level of language proficiency in speaking and listening, but even students from homes where the language studied is spoken rarely move into the advanced level without strong language instruction in the early grades (Texas Education Agency, 1995). Even though native language learners also need literacy instruction in the elementary grades in order to reach an advanced level of proficiency in high school, their advantage is that the total number of years of instruction needed to reach this proficiency is less than non-native language learners require.

The opportunity to achieve advanced proficiency is not the only reason to start learning languages in elementary school; language study is beneficial to elementary-age students for other reasons as well. Research studies (as cited by Lipton, 11-12, 1995) attest to the following:

Learning languages in childhood has benefits beyond communicative proficiency

- Children have the ability to learn and excel in the pronunciation of a foreign language.
- Children who have studied a foreign language in elementary school achieve expected gains and some have even higher scores on standardized tests in reading, language arts, and mathematics than those who have not.
- Children who have studied a foreign language show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher-order thinking skills.
- Children who have studied a foreign language develop a sense of cultural pluralism (openness to and appreciation of other cultures).
- Children studying a foreign language have an improved self-concept and sense of achievement in school.
- Elementary school foreign language study has a favorable effect on foreign language study later on in high school and college, whether it is the same language or another.

According to some theories of cognitive development, it is preferable that children start learning other languages before they reach the age of ten. Popular media such as *Newsweek* and *Time* featured articles summarizing this

Starting language learning before age ten provides numerous advantages

research shows that there is a "critical period" in childhood when language learning, and pronunciation acquisition in particular, occur with relative ease (Lenneberg, as cited in Larsen-Freeman & Long, 1991; Oyama, as cited in Ellis, 1986). Others have found that age ten is a crucial time "in the development of attitudes towards nations and groups perceived as other," before children begin to restrict their thinking to a more stereotyped view of people they see as different from themselves (Curtain & Pesola, 1994).

For more information see "Your Child's Brain," *Newsweek* (Begley, 1996) and "Fertile Minds," *Time* (Nash, 1997)

Long-term students of LOTE perform well on standardized tests

Students enrolled in LOTE programs score statistically higher on standardized tests conducted in English. A study by the Admission Testing Program of the College Board showed that students who have studied a second language earn higher Scholastic Aptitude Test (SAT) scores than those who have not, particularly on the verbal section of the test. In fact, the longer the students had studied LOTE, the better the SAT scores (Eddy, as cited in Weatherford, 1986).

Learning a second language at an early age enhances native language development

Learning another language enhances a child's linguistic abilities in his or her native language. Children can learn much about their native language by learning the structure of other languages. Similar vocabulary between languages also helps children reinforce the meaning of new words in their native language and the new language. Experimental studies that compared children participating in second language immersion classes and children educated exclusively in the native language showed no long-term delay in native language development for those children in immersion classrooms. Another study showed that by the fifth year of an immersion program, students academically outperform all comparison groups and remain high academic achievers throughout their schooling (Holobow et al., Swain & Lapkin, as cited in Met, 1993). Learning a second language strengthens rather than hinders a child's first language.

See Chapter Five for more information on types of immersion programs.

Native Speakers

5 *Maintaining and expanding the language of native speakers benefits the individual and society.*

In many schools in Texas there is a large group of students who have a background in the LOTE being taught. While Spanish speakers represent the vast majority of speakers of LOTE in Texas, growing numbers of students come to school every year speaking a variety of other languages as well. These students are called "heritage" speakers by some experts in language education. All of these students possess some knowledge of and functional ability in the language. These students are valuable linguistic and cultural resources and their language skills should be expanded and strengthened. Students should know that the language they bring from home has value at school. They should be made to feel comfortable enough in a classroom setting to use the language in an uninhibited fashion.

Since students with home backgrounds in languages other than English have varying abilities and proficiencies and varying amounts of motivation to learn the language, instruction in the language should take into account the previous knowledge and language experience that these students possess. It is important for school districts to recognize that these students have instructional needs that are different from those of the traditional foreign language student and may require a curriculum specially developed for them. For example, many districts offer Spanish for Spanish Speakers (SSS) courses that offer students with home background in Spanish, i.e., those who hear Spanish at home, an important opportunity to further develop and strengthen their Spanish skills, while simultaneously benefiting their use of English. For more information on students with home background in LOTE and SSS programs, please see pages 81-84.

For more information look for a forthcoming revision of the Texas Education Agency publication *Español para el hispanohablante: función y noción.*

Offering a Variety of Languages

6 ***Students should have opportunities to develop proficiency in a variety of languages.***

In addition to English, there are currently dozens of languages used by the people of Texas. These languages include, but are certainly not limited to, Arabic, Chinese, Czech, Danish, French, German, Greek, Hungarian, Indic, Italian, Japanese, Khmer, Korean, Laotian, Native American languages, Norwegian, Polish, Portuguese, Russian, Spanish, Swedish, Tagalog, Vietnamese, and Yiddish. Moreover, the ten most frequently-spoken languages other than English in the United States include languages such as Spanish, Chinese, Tagalog, Italian, and Vietnamese (U.S. Bureau of the Census, 1990).

In states like Texas where Spanish is a commonly spoken language, limited resources may cause communities to choose Spanish as the only language offered in a PreK-12 sequence. Nevertheless, considering the vast array of languages used in Texas and in the United States and considering the relative and emerging world importance of some of the less commonly taught languages, school districts, as often as possible, should find ways to offer students the opportunity to learn a variety of languages. Knowledge of languages such as Chinese, Japanese, and Russian is becoming more and more important as countries and states that use these languages come to the forefront of international relations and the world economy.

For optimum learning, school districts should provide students with opportunities to study at least one language other than English in an extended sequence starting in elementary school and continuing through high school. Shorter sequential programs should, of course, remain available. Ideally, districts should offer PreK-12 programs in some of the less commonly taught languages; however, if such programs are not feasible, districts should begin by offering high school programs in these languages and progress from there. Opportunities to study third and fourth languages also should be provided in high school; then students can pursue higher levels of proficiency in these languages at post-secondary institutions.

Interdisciplinary Nature of Language

7 *Learning languages other than English is interdisciplinary.*

Learning languages other than English enlarges the base of knowledge available to a student. All students can add to their educational experience by using another language for interdisciplinary connections within the school curriculum. Students who have skills and knowledge in LOTE have expanded access to information that is not always available to those who only speak English, such as materials from Germany about acid rain that a student might use for a science report. In the LOTE classroom, students are able to access sources in the language being studied that add insight to the rest of the curriculum, such as a French perspective on World War II, or a Japanese perspective on cooperative management in a company. Students of LOTE have the advantage over their monolingual peers of expanded resources and knowledge.

Content from other disciplines is incorporated into the LOTE curriculum as a vehicle for communicating in the language. In addition, students gain insights into other subject areas by studying original works in LOTE, such as a newspaper for social studies or poetry for English language arts. Using the language, students might:

- study world history, historical figures, cultural variation, and geography, which reinforce social studies skills
- study mathematical terms and concepts and compare weights and measures, which reinforce mathematical skills
- learn computer and software terminology by producing a variety of documents and use other technological equipment for worldwide communications, which reinforce a variety of technology skills
- use reading, writing, and speaking processes, which reinforce English language arts and reading skills
- study business terminology and sociolinguistics, which support social and business communication skills

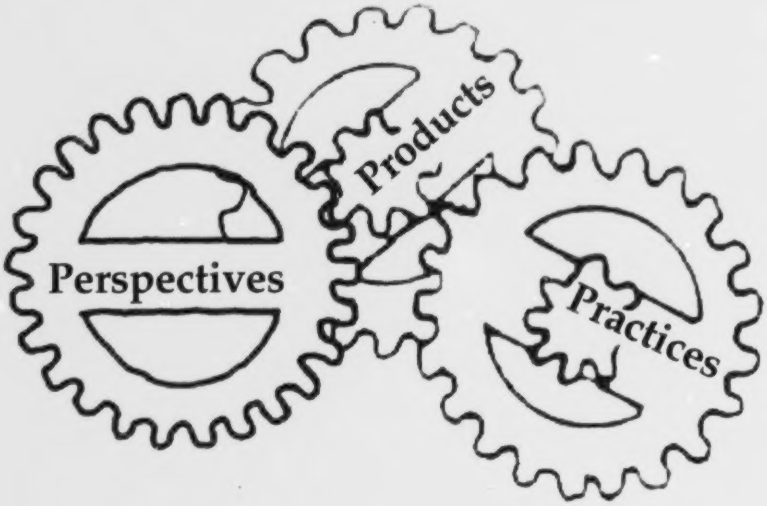
- learn about climate, weather, and environmental factors, which reinforce scientific skills
- expand their vocabulary in content areas

Students will use language in these activities at a level appropriate to their age, grade, and language ability.

Increased Cultural Understanding

8 ***Languages other than English enable students to better understand other cultures.***

Learning about and experiencing other cultures is an integral part of studying languages other than English. In addition to the traditional ways of studying culture, i.e., studying the facts, events, famous people, and monuments of the culture, culture in language instruction is now generally understood to include the perspectives (how people perceive things), the practices (what people do), and the products (what people create, both tangible and intangible) of a society. In other words, the LOTE discipline has grown to value and encompass a fuller, more comprehensive understanding of culture. One resulting goal for the language classroom is using traditional aspects of cultures to better understand their products, practices, and perspectives. The diagram above illustrates how the products, practices, and



of a culture are interrelated. The components, or "gears", of culture (products, practices, and perspectives) are mechanisms that perform specific functions within the complete "machine" that is culture. The gears are interlinked and dependent upon one another to make culture "function", and therefore exist, as we know it.

Using products, practices, and perspectives to frame the study of culture represents a relatively new way of thinking about culture for most language teachers. Perspectives, in particular, may be a difficult concept to grasp. In fact, not all teachers of LOTE will know all of the perspectives of a given culture, e.g., their values and attitudes. The goal is to teach about observing and analyzing cultural information in order to determine what the perspectives of individuals and groups in the culture are. Studying the cultural perspectives behind the behavioral patterns of people in that culture (practices) and behind the tangible and intangible creations of art; literature; dance; music; and social, economic, and political institutions (products) creates a balanced approach to understanding a culture.

A great deal of information about other cultures can be gained through the study of disciplines such as the social sciences and the arts. Language study is unique, however, as it empowers learners to engage in meaningful, direct interaction, both orally and in writing, with members of other cultures and to experience culture through language. The perspectives, practices, and products of culture, whether historical or contemporary, can be discussed and shared with members of the actual culture from which they originate. The "insider's view" that is cultivated by interacting with a culture is a true catalyst for cross-cultural understanding.

As students observe and analyze the interdependence of perspectives, practices, and products of a culture, they become more aware of similarities and differences among cultures. Students explore their own cultures in the context of exploring others, thus becoming reflective learners adept at using their newly-acquired, cross-cultural vision.

3

Language Proficiency

Language Proficiency

Language proficiency is the ability to use language for purposeful communication. Proficiency describes what students are able to do with language using the skills of listening, speaking, reading, writing, viewing, and showing. Participating in class discussions, reading literature, playing educational games, giving oral presentations, or watching a video of a news report are examples of purposeful communication in an educational setting.

Language proficiency should not be confused with achievement. Achievement, which is also important for students, looks only for students to develop mastery of the content of instruction such as grammar and vocabulary in a particular course. An emphasis on developing proficiency in LOTE classrooms, however, prepares students to use language in practical and meaningful ways in addition to mastering the content necessary for such communication to take place. Achievement is a part of gaining proficiency. Teachers continuously need to move students beyond just learning the elements of language to using them proficiently for purposeful communication.

Progress Checkpoints

Language proficiency is not developed in a strict linear progression, a progression of equal-sized blocks of material learned and tested. Rather, language proficiency develops when practice is guided repeatedly over time to help students gain confidence and fluency in different language functions. Teachers plan classroom activities to help students get closer and closer to authentic use of language structures and vocabulary, knowing that students' experimentation with language will falter as structured support (such as written sheets to guide pair work) is removed, but will then progress again as students stretch to creatively apply their language tools. In this section, key Progress Checkpoints along the path of proficiency are described. These checkpoints cannot be precisely equated with year-long courses, since experience makes clear that students do not neatly reach a new checkpoint at the end of each school year. The pathway is constant, but the time it takes each student to reach each checkpoint is not. These Progress Checkpoints help guide the teacher and students to know first the goals for designing developmental activities and second the signs showing that students are reaching a given checkpoint. In this way, the Progress Checkpoints will guide curriculum, instruction, and assessment.

The specified Progress Checkpoints in the *TEKS for LOTE* represent different learning stages also known as proficiency levels (novice, intermediate and advanced). An inverted triangle is often used to show that as students advance from Progress Checkpoint to Progress Checkpoint, the amount of time and practice needed to reach the next stage increases. A student can move relatively quickly through the early stage of mimicking memorized words and phrases, a stage that is limited, controlled, and comfortable. To move into later stages, characterized by flexible, challenging, and creative use of language, requires longer periods of practice and an increasingly meaningful volume of experiences.

See page 26 for an illustration of language development.

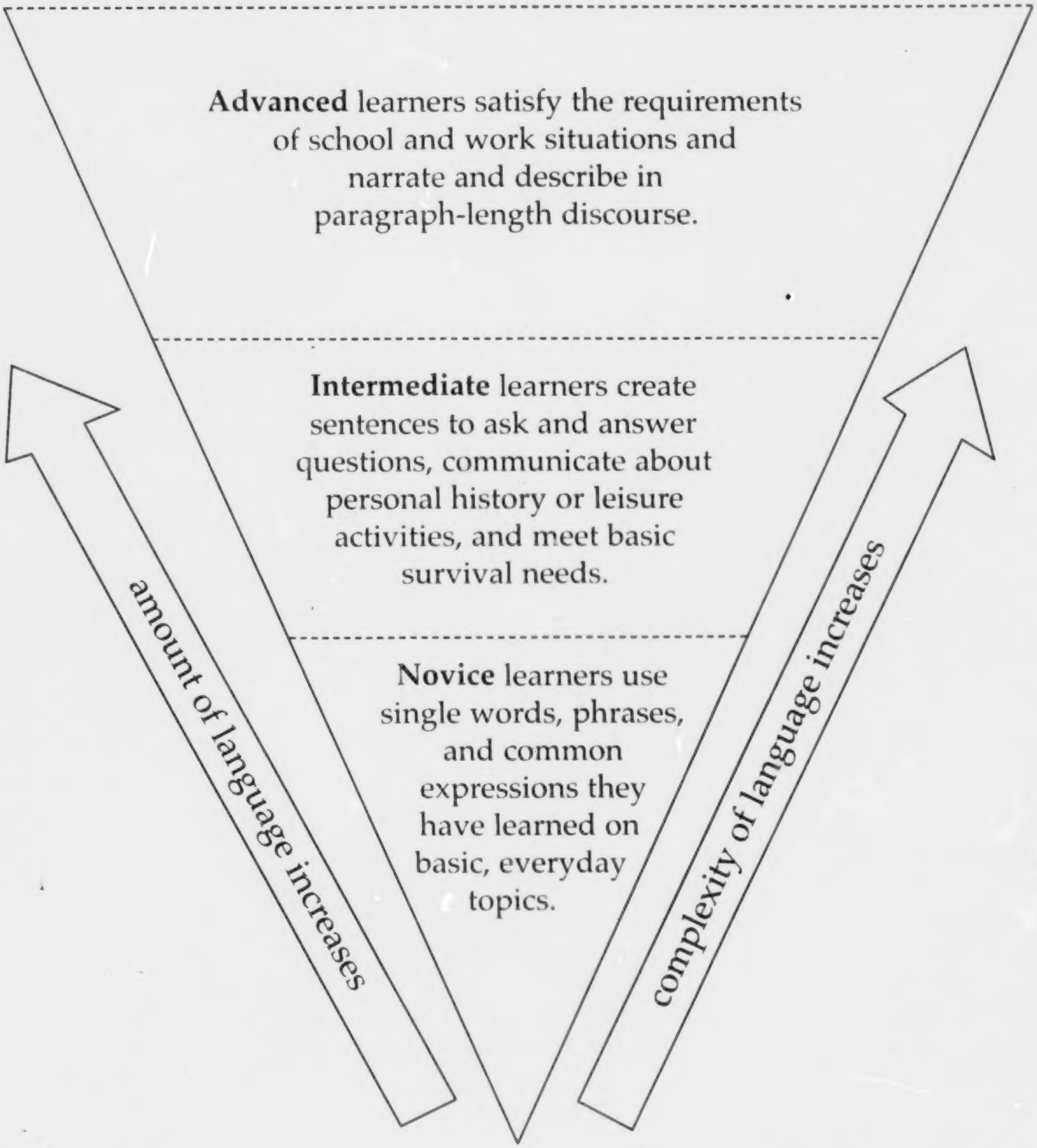
Gaining proficiency is a process that requires repeated exposure and opportunities to practice new language functions, vocabulary, and structures; to receive feedback; and to use skills in increasingly sophisticated contexts. A topic introduced at one level might reappear in the next as a challenge in a new context; learners reach for the next level as they begin to control the tasks of the present level. "Mastery" does not come two or three weeks after material is introduced, but rather after the student has had many opportunities to practice the material in meaningful ways. In addition, students do not "wake up" one day having changed Progress Checkpoints; instead, they move through stages within the Progress Checkpoint (e.g., novice-low, novice-mid, novice-high) as they progress toward the next Progress Checkpoint by showing increasing control over and consistency in the use of the language proficiency characteristics at the next checkpoint.

Accuracy and Proficiency Levels

Accuracy is the degree to which communication is structurally correct and culturally appropriate (The College Board, 1996). In real-life situations, communication occurs without complete structural precision, that is, grammar mistakes do not necessarily equate to lack of communication. However, a high degree of accuracy, including communicating in a socially and culturally appropriate manner, is very important to achieving high levels of proficiency.

At different levels of proficiency, students exhibit different degrees of accuracy. Novices, for example, may repeat memorized phrases with nearly perfect grammar and pronunciation. As they begin to combine these learned phrases in an effort to build more creative ones, accuracy initially declines. Temporary fluctuations in accuracy normally accompany increases in skill development. As students grow more secure in their understanding of another culture, their ability to behave in culturally appropriate ways increases. The overall goal is to gradually use and mesh cultural and linguistic skills with increasing accuracy in order to obtain a high level of language proficiency.

The Inverted Triangle of Language Development:
Progress Checkpoints and Proficiency Levels



Advanced learners satisfy the requirements of school and work situations and narrate and describe in paragraph-length discourse.

Intermediate learners create sentences to ask and answer questions, communicate about personal history or leisure activities, and meet basic survival needs.

Novice learners use single words, phrases, and common expressions they have learned on basic, everyday topics.

amount of language increases
complexity of language increases

Illustration 3.1

Students of classical languages can reach an advanced level of proficiency in reading and use the skills of listening, speaking, and writing to enhance the reading skills.

Progress Checkpoints: Modern and Classical Languages

Progress Checkpoints describe what students should know and be able to do at the end of each level of proficiency. The following descriptions help students, teachers, and parents know how well students should be able to perform the *Texas Essential Knowledge and Skills for Languages Other Than English*. These Progress Checkpoints provide an overall view of the expectations for student performance at critical points along the language learning continuum. As students progress, they may experiment with and show some ability in language characteristics normally beyond their proficiency level; however, for most students their consistent and independent use of the language follows the progression from novice, through intermediate, to advanced. Progress Checkpoints will influence the design of class activities and assessment by providing a broad focus for the evaluation of student work.

Novice Levels I-II

Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner.

The novice language learner, when dealing with familiar topics, should:

- understand short utterances when listening and respond orally with learned material;
- produce learned words, phrases, and sentences when speaking and writing;
- detect main ideas in familiar material when listening and reading;
- make lists, copy accurately, and write from dictation;
- recognize the importance of communicating in a culturally appropriate manner; and
- recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar.

Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading. For an adaptation of these Progress Checkpoints for classical languages, see Appendix D.

Intermediate Levels III-IV

Using age-appropriate activities, students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner.

The intermediate language learner, when dealing with everyday topics, should:

Intermediate

- participate in simple face-to-face communication;
- create statements and questions to communicate independently when speaking and writing;
- understand main ideas and some details of material on familiar topics when listening and reading;
- understand simple statements and questions when listening and reading;
- meet limited practical and social writing needs;
- use knowledge of the culture in the development of communication skills;
- use knowledge of the components of language, including grammar, to increase accuracy of expression; and
- cope successfully in straightforward social and survival situations.

In survival situations, students can satisfy basic needs within another culture.

In classical languages, the skills of listening, speaking, and writing are used in Level III to reinforce the skill of reading. Students of classical languages should reach intermediate proficiency in reading by the end of Level III. Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading. See Appendix D for an adaptation of these Progress Checkpoints for classical languages.

Advanced Levels V-VII

Using age-appropriate activities, students master novice tasks, expand their ability to perform intermediate tasks, and develop their ability to perform the tasks of the advanced language learner.

The advanced language learner of modern languages, when dealing with events of the concrete world, should:

- participate fully in casual conversations in culturally appropriate ways;
- explain, narrate, and describe in past, present, and future time when speaking and writing;
- understand main ideas and most details of material on a variety of topics when listening and reading;
- write coherent paragraphs;
- cope successfully in problematic social and survival situations;
- achieve an acceptable level of accuracy of expression by using knowledge of language components, including grammar; and
- apply knowledge of culture when communicating.

Advanced Levels V-VII Classical Languages

The advanced language learner of classical languages reads and comprehends authentic texts of prose and poetry of selected authors. The skills of listening, speaking, and writing are used to reinforce the skill of reading. Students of classical languages may reach advanced proficiency in reading during Level IV. (A student who completes a College Board Advanced Placement course or the International Baccalaureate in Latin should reach advanced proficiency in reading during Level IV.)

For an adaptation of these Progress Checkpoints for classical languages, see Appendix D.

Sample Grade Level Activities for Progress Checkpoints

These sample grade level activities provide a glimpse of what an observer might see happening in LOTE classrooms. As beginning language students try to achieve the knowledge and skills described in the Progress Checkpoints, they will show their achievement in different ways that are age-appropriate and matched to their own cognitive development. The following sample activities provide examples of teaching strategies that are focused on the *TEKS for LOTE*. These activities could be applied to different Program Goals of the *TEKS for LOTE*, blending the practice of communication skills with the context of learning culture, seeking interdisciplinary connections, making comparisons, and applying these skills in community settings.

Sample Novice Activities

Novice learners use words, phrases, and expressions they have learned on basic, everyday topics.

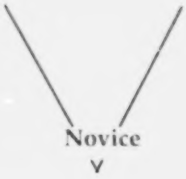
Elementary

Here are some examples of how novice learners in elementary school use the language. These learners may:

- introduce themselves and answer questions about their age, where they live, and the people in their families
- talk about favorite toys, pets, and activities
- listen to and comprehend simple story books
- play games on the playground
- put on puppet shows
- use learned words and phrases to list and write short sentences
- label articles in the classroom, colors on the spectrum, and places on maps where the language is used
- sing songs and perform dances from the culture

Middle School and High School

Here are some examples of how novice learners in middle school and high school use the language. These learners may:



- communicate about topics appropriate to their age, such as school schedules
- communicate while engaging in an organized sport
- conduct a survey on students' favorite entertainers
- exchange information about self, family, and school life with students from the culture via simple notes, e-mail, or audio and video tapes
- dramatize a typical shopping experience using culturally appropriate behavior
- read (or scan) the employment section of a newspaper in the language being studied and then list job opportunities where knowledge of more than one language is useful
- collect and display newspaper clippings concerning political, economic, and/or cultural topics and give the main idea

Sample Intermediate Activities

Intermediate learners create sentences to ask and answer questions, to communicate about personal history or leisure activities, and to meet basic survival needs.

Middle School and High School

Here are some examples of how intermediate learners in middle school and high school use the language. These learners may:

Intermediate

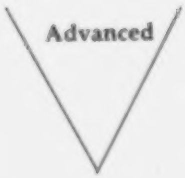
- demonstrate and narrate a simple scientific experiment, such as the use of magnets
- use mathematical skills to indicate the cost of preparing a dinner in the culture or cultures being studied
- write and present a skit about a shopping expedition in the culture being studied
- read descriptions of several jobs and then create mock résumés to include with applications for a job
- write a summary putting narrative events in sequence after viewing a familiar video or film
- develop and present a plan for a real or imaginary trip to a place where the language studied is used, including an itinerary, hotel accommodations, and tours
- research opportunities in higher education in countries outside the U.S. where the language is used

Sample Advanced Activities

Advanced learners satisfy the requirements of school and work situations and narrate and describe in paragraph-length discourse.

Middle School and High School

Here are some examples of how advanced learners in middle school and high school use the language. These learners may:



- initiate, sustain, and close conversations
- read a novel, summarize its plot, and analyze characters' motivations and conflicts
- view or listen to a news report from a country about an event of international importance and compare and contrast coverage of the same event in the local media
- research and give a presentation about leading environmental concerns in a country where the language is spoken

4

Texas Essential Knowledge and Skills for Languages Other Than English

Introduction

A *Texas Framework for Languages Other Than English* is inextricably tied to the Texas state student content and performance standards, the *Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE).*

The standards describe what all students should know and be able to do in the LOTE discipline. The *TEKS for LOTE* are organized around five "knowledge and skills", or Program Goals: Communication, Cultures, Connections, Comparisons, and Communities.

SEDL's Project ExCELL, the organization responsible for coordinating the development of *TEKS for LOTE* for State Board of Education consideration, owes a debt of gratitude to the National Standards Project in Foreign Language Education for the development of *Standards for Foreign Language Learning: Preparing for the 21st Century.* The five C's paradigm and many of the guiding principles found in the *TEKS for LOTE* have much in common with the national document, which is grounded in research on how students acquire a second language and represents a consensus across the foreign language profession about what students should know and do in a language.

Interrelationship of the Five Program Goals

The five Program Goals form the foundation of current LOTE programs. The first goal, Communication, is the vehicle by which students reach the other four goals, Cultures, Connections, Comparisons, and Communities. In language classrooms, students are always communicating. Communication is the vehicle students use to become linguistically proficient. What students communicate about (topics, themes, literature, etc.) and in what contexts their communication takes place (in person, in writing, via the Internet, etc.) can be viewed as the content of the LOTE subject area.

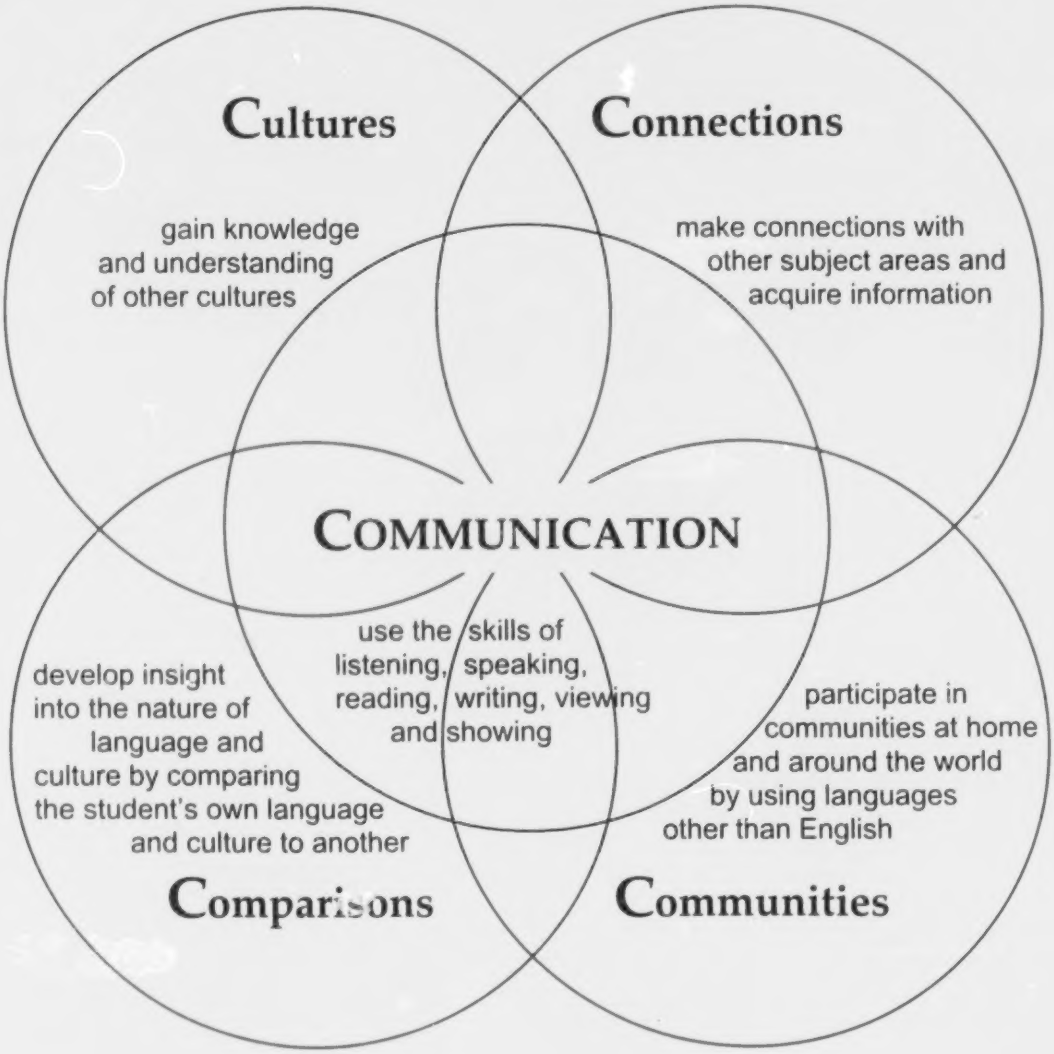

Cultures
gain knowledge and understanding of other cultures
Connections
make connections with other subject areas and acquire information
COMMUNICATION
use the skills of listening, speaking, reading, writing, viewing and showing
develop insight into the nature of language and culture by comparing the student's own language and culture to another
participate in communities at home and around the world by using languages other than English
Comparisons
Communities

Illustration 4.1: Interrelationship of the Five Program Goals

Program Goals: The content of the five C's

Each of the five C's is made up of specific content areas. For each content area, there are Knowledge and Skills, Performance Expectations, Example Progress Indicators, Learning Snapshots, and Progress Checkpoints. These are discussed below.

Communication
☐ Interpersonal mode
☐ Interpretive mode
☐ Presentational mode

Cultures
☐ Practices and Perspectives
☐ Products and Perspectives

Connections
☐ Access to Information
☐ Other Subject Areas

Comparisons
☐ Nature of Language
☐ Concept of Culture
☐ Influence

Communities
☐ Within and Beyond the School
☐ Personal Enrichment and Career Development

TEKS for LOTE : Components in the *Framework*

✔ **Knowledge and Skills**	A general statement describing what students should know and be able to do. These statements appear in the official *TEKS for LOTE* (included as Appendix H).
✔ **Performance Expectations**	Statements describing what students are expected to know and be able to do at a Progress Checkpoint. These statements appear in the official *TEKS for LOTE* (Appendix H).
✔ **Example Progress Indicators**	Illustrations of what students might do to show their progress in meeting the Performance Expectations outlined in the *TEKS for LOTE*. They provide sample descriptions of what a student should know and be able to do at the Progress Checkpoints. The Example Progress Indicators are just that, examples; they are by no means limited to the few listed on the following pages. Example Progress Indicators were created for use in the *Framework*. These example progress indicators may not always apply to classical languages. For examples of progress indicators for classical languages at the three progress checkpoints, see Appendix D.
✔ **Learning Snapshots**	Brief examples of real classroom activities that show what Program Goals, Knowledge and Skills, or Performance Expectations can look like when implemented. Teachers wrote the learning snapshots which were adapted for use in the *Framework*. Many of the learning snapshots can be adapted to all languages, proficiency levels, and grade levels. Usually more than one knowledge and skill and performance expectation are reflected in the learning snapshots.
▼ ***Progress Checkpoints***	The proficiency students should be able to demonstrate at ***novice, intermediate***, and ***advanced*** language levels. Descriptions of the Progress Checkpoints appear in the official *TEKS for LOTE*, Appendix H.

Communication

Communication skills are the primary focus of language study. These skills include the usual skills of listening, speaking, reading, and writing, as well as viewing and showing skills. Students develop communication skills by using knowledge of language and culture, communication strategies, learning strategies, and content from other subject areas. Through the Communication goal, students develop the skills necessary to manipulate the content of the other four Program Goals.

Viewing *means understanding and interpreting non-linguistic communication like gestures, seeing a presentation of a play (and not just reading it), observing cultural practices and manifestations (e.g., noticing that French windows are different from American windows), looking at cultural products, such as works of art, and gaining visual information in addition to linguistic information from advertisements and television programs. Interpretation is the communication mode used primarily for viewing.*

Showing *includes expressing understanding of non-linguistic elements such as gestures, demonstrations of cultural practices, (e.g., dances), using graphics and illustrations with presentations, and role-playing. Presentation is the communication mode used primarily for showing.*

The national English language arts standards link skills with their medium: reading and writing use written language, listening and speaking use spoken communication, and viewing and showing involve visual language:

> Being literate in contemporary society means being active, critical, and creative users not only of print and spoken languages but also of the visual language of film and television, commercial and political advertising, photography, and more. Teaching students how to interpret and create visual texts such as illustrations, charts, graphs, electronic displays, photographs, film, and video is another essential component of the English language arts curricula. Visual communication is part of the fabric of contemporary life. ... We must therefore challenge students to analyze critically the texts they view and to integrate their visual knowledge with their knowledge of other forms of language. By studying how visual texts work, students learn to employ visual media as another powerful means of communication. (National Council of Teachers of English, 1996).

The *Texas Essential Knowledge and Skills for English Language Arts and Reading* also provides content standards for viewing and representing in grades PreK-12.

Communicative proficiency derives from control of three modes of communication: interpersonal, interpretive, and presentational. Students need practice in all three types of communication throughout a program in order to satisfy their most commonly expressed reason for taking a language class: to learn to communicate.

Interpersonal mode

In the interpersonal mode, there is direct exchange of communication between individuals, either listeners and speakers, or readers and writers. This mode calls for active negotiation of meaning among the individuals and requires a natural pattern of adjustment and clarification in order to achieve successful communication. Both receptive skills (listening and reading, sometimes enhanced by viewing) and productive skills (speaking and writing, sometimes enhanced by showing) are required in the interpersonal mode.

Interpretive mode

The interpretive mode includes the receptive skills of listening and reading. The communicative source (e.g., the author, speaker, or actor) is not present or accessible; therefore, negotiation of meaning is not possible. The listener or reader must determine the meaning by using prior knowledge of the language and culture, personal knowledge about the subject, learning strategies, and, perhaps, reference materials. Interpretation of any medium is enhanced by viewing, whether of pictures, staging, setting, or body language.

Presentational mode

The presentational mode calls for the creation of formal messages, public speaking or an editorial, for example, to be interpreted by listeners or readers where there is no opportunity for active negotiation of meaning between listeners and speakers or readers and writers. The productive skills (speaking and writing) are used in this mode. The presentational mode is enhanced by the showing of non-linguistic elements such as photographs, gestures, demonstrations of cultural practices (e.g., dances, sports), the use of graphics or illustrations, and role-playing.

LOTE teachers make effective communication and learning strategies explicit in classroom instruction to help students become self-motivated, independent learners.

Communication Strategies

Students need to learn strategies for communication, such as how to begin, sustain, and end conversations, how to stall for thinking time, how to use circumlocution to get around a communicative impasse, or how to avoid mistakes in grammatical structures not yet mastered. These skills go beyond learning vocabulary words and rules for pronunciation, grammar, spelling, and punctuation. Learning about and using communication strategies is part of the Communication Program Goal in the *TEKS for LOTE*.

Language Learning Strategies

Another part of communication is becoming aware of and using effective language learning strategies. For example, students learn to be persistent and creative in testing hypotheses when faced with oral or written communication they do not fully understand. They look for cognates to see if a word might be in the same family as a word they already know, keep reading or listening for further information to complete their understanding, and guess at meaning from context. Students learn to activate prior knowledge and apply it to the current task. They keep trying different ways to understand the oral or written communication until they succeed, instead of simply trying the same ineffective techniques such as reading a passage over and over, thinking it will eventually make sense.

Effective learners know how they learn best. They visualize new words and how they are related to each other, using mnemonic devices such as a formula or rhyme as an aid to remembering. They take risks in order to communicate their ideas, monitor their own language production for errors, and seek corrective feedback.

The content and context of Communication are derived from the other four Program Goals: Cultures, Connections, Comparisons, and Communities, and should always be age-appropriate.

✔ Learning Snapshot

ENTREVISTAS DE NUESTRA COMUNIDAD DE HISPANOHABLANTES (INTERVIEWS OF OUR SPANISH-SPEAKING COMMUNITY MEMBERS)

Students prepare for, conduct, and compile interviews with Spanish-speaking members of their community including parents, teachers, students, and other members of the local community. The interviews are recorded on cassette and the students take notes during the interview. Students present their interviews to the class and also write summaries for a booklet or newsletter. Students also write formal thank-you letters to their interviewees.

María D. González, Northside ISD, Clark High School
Grades 10 -12, Spanish, Course Level IV, Intermediate

Communication: Interpersonal mode

✔ Knowledge and Skills

The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

✔ Performance Expectations

▼*Novice*	▼*Intermediate*	▼*Advanced*
The student is expected to engage in oral and written exchanges of learned material to socialize and to provide and obtain information.	The student is expected to engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs.	The student is expected to engage in oral and written exchanges, including providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions.

✔ Example Progress Indicators

▼*Novice*	▼*Intermediate*	▼*Advanced*
By the end of the novice level students are able to:	By the end of the intermediate level students are able to:	By the end of the advanced level students are able to:
• introduce themselves and respond to biographical questions • express likes and dislikes about the immediate environment • use authentic menus to order food	• create and respond to questions in a simple conversation • survey others about their opinions on age-appropriate topics • plan a party menu which includes a variety of foods	• initiate, sustain, and close a conversation • compare and contrast their own school rules with those from other cultures • discuss what constitutes a healthy diet and its impact on health

Communication: Interpersonal mode

✔ **Learning Snapshots**

WHO HAS THE ODD PICTURE? A class is divided into small groups of four students. Each student has a folder with a picture or illustration inside. Three of the students have exactly the same picture; the fourth student's picture is similar, but different. The students do not show each other their pictures but take turns describing the picture to the whole group. The text type of their description depends on their proficiency level. Students may also ask and answer questions about the pictures. When everyone has had a turn talking about the picture, each student then decides who has the dissimilar picture. After the activity is completed, students may write five things about the picture for a written exercise.

Chris Morrison, Katy ISD, Mayde Creek High School,
Grades 9-12, Spanish, Course Level I, Novice

MI NIÑEZ (MY CHILDHOOD) In this activity students write descriptions of their childhood and present the written descriptions (without the author's name) along with a childhood photograph to their classmates. The students then have to guess whose childhood narrative they are reading. Since students go through one or two drafts before displaying their final product, they gain writing skills in the language.

Debbie Claxton, Richardson ISD,
Apollo Junior High School
Grades 7-9, Spanish, Course Level II,
Novice

Communication: Interpretive mode

✔ Knowledge and Skills

The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

✔ Performance Expectations

▼*Novice*

The student is expected to demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics.

▼*Intermediate*

The student is expected to interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations.

▼*Advanced*

The student is expected to interpret and demonstrate understanding of spoken and written language, including literature, on a variety of topics.

✔ Example Progress Indicators

▼*Novice*

By the end of the novice level students are able to:

- create a visual to illustrate some aspect of the language such as a folktale, song, or video
- read authentic or teacher-produced passports and complete a class roster with basic biographical information
- list the descriptors of the main characters after viewing a familiar video

▼*Intermediate*

By the end of the intermediate level students are able to:

- read a sample of the language such as a letter, poem, or interview and rewrite it as a journal entry from the author, journalist, or interviewee
- read descriptions of several jobs and create a mock resume to include with an application for one of those jobs
- sequence important events after viewing a familiar film or video

▼*Advanced*

By the end of the advanced level students are able to:

- listen to interviews of two people and write a comparison of their beliefs, opinions, and/or feelings
- read a course description for study abroad and compose an argument supporting participation in an exchange program
- view a film or video and summarize the plot and/or analyze the conflict(s)

Communication: Interpretive mode

✔ Learning Snapshots

EL CHIVO EN LA HUERTA (THE GOAT IN THE GARDEN) Students listen as the teacher reads the story El Chivo en la Huerta (by Lada Josefa Katky). The class discusses the story, identifies the characters and the setting, and students take turns acting out the parts of the various animals in the story. The students then illustrate their favorite character. Later, each child is given a copy of the story and listens to the story again on cassette. After this second reading, the students review the sequence and characters of the story, then headbands with illustrations and sentences from the story are given to selected students who act out the story as the rest of the class views and helps to narrate.

Martha Cardona, Fort Worth ISD, T.A. Sims Elementary School, Kindergarten, Spanish immersion, Course Level I, Novice

BOLSA DE PREGUNTAS (BAG OF QUESTIONS) The teacher creates questions that can be answered in one, two, or three sentences based upon recent readings or class discussions. The list is cut into strips with one question on each strip of paper. These strips are then put into a bag. Individual students draw a question from the bag, read it to the class, and then answer it.

Carolyn Frost, North East ISD, Churchill High School, Grades 9-12 Spanish, Course Level IV, Intermediate

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Communication: Presentational mode

✔ Knowledge and Skills

The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

✔ Performance Expectations

▼*Novice*	▼*Intermediate*	▼*Advanced*
The student is expected to present information using familiar words, phrases, and sentences to listeners and readers.	The student is expected to present information and convey short messages on everyday topics to listeners and readers.	The student is expected to present information, concepts, and ideas on a variety of topics to listeners and readers.

✔ Example Progress Indicators

▼*Novice*	▼*Intermediate*	▼*Advanced*
By the end of the novice level students are able to:	By the end of the intermediate level students are able to:	By the end of the advanced level students are able to:
• list the physical characteristics of a favorite person • present the location of points of interest on a map	• describe an everyday activity • give directions from a given point to a destination	• describe an incident that occurred in the past, such as an accident, surprise, or problem • research a chosen locale and present the advantages and disadvantages of a trip to that site

Communication: Presentational mode

✔ Learning Snapshots

LATIN ORATORY

Teacher selects (or students select for themselves) passages from Latin literature to memorize. As they memorize the passages, students may work in teams to help one another with pronunciation. Students recite the passages before the whole class. The class, which has copies of the passage being read, judges the oratories and selects the best three speakers based on criteria such as pronunciation, poise, and clarity. The teacher awards the best speakers and encourages them to enter local, state, and national competitions.

Clyde Lehman, Alan Abbe, and Stacy Nix; Northside ISD; Health Careers High School, Holmes High School, and Taft High School; Grades 9-12; Latin; Course Level III-IV; Intermediate-Advanced

WACKY ANIMALS Students learn about animals and how to discuss them in French including their names, physical traits, habitat, and eating habits. Small groups present information about a chosen animal to the rest of the class using visual, written, and oral communication. Individual students then invent their own wacky animal (for example, a bird with four legs, a gargoyle with wings, a purple alligator). They draw the animal's picture and write its description.

M. Gaston C. Cyr, Socorro ISD, Socorro High School, Grades 9-12, French, Course Level II, Novice

FRUTAS Y VERDURAS (FRUITS AND VEGETABLES) Students learn the names of several fruits and vegetables in Spanish. Using plastic models or the real thing, students categorize the fruits and vegetables by color, beginning letter, and fruit or vegetable. They draw the fruits and vegetables and, with the teacher's help, label them with the correct word in Spanish.

Leigh Ann Kies, Midland ISD, Bush Elementary School, Grades K-5, Spanish FLES Program, Course Level I, Novice

Cultures

Students learn about and experience other cultures as an integral part of studying languages other than English. This includes studying and experiencing the following three cultural components of a society:

- the *perspectives* (the way people perceive things: their attitudes and values)
- the *practices* (what people do: their patterns of behavior)
- the *products* (what people create, both tangible and intangible: their literature, art, music, tools, food, laws, games, etc.)

Products include both the great accomplishments of a culture and the institutions that characterize how the society functions. This element has been referred to as "Big C" culture and includes art, music, dance, drama, poetry, and literature, as well as social, economic, and political systems.

Cultural behavior is a vital component of communication. Inappropriate body language can convey an unintended meaning even when the words are correct (e.g., a gesture intended to be a "good-bye wave" could be confused with the "come here" gesture in Italian.) Unexpected behavior can cause one to misinterpret someone else's meaning (e.g., arriving "late" to an appointment may mean only that the person has a different understanding of time).

Learning about and understanding cultures increases student motivation to learn the language, fosters divergent thinking, and connects language learning to other subject areas. In addition, the program goal of Cultures provides knowledge to enhance any future contacts with native speakers of the language studied, either informal (through friends or travel experiences) or formal (in business or professional contexts).

Because novice level students may not have sufficient knowledge of the language to use it exclusively to discuss culture, teachers may choose to use English to help students understand and discuss the perspectives behind cultural practices and products. Students can then use this knowledge to apply in tasks matched to their ability to use the second language, such as listing practices that are common among speakers of English, speakers of the language being studied, or speakers in both cultures. Intermediate and advanced level students, however, would use the language to learn about culture through the interpretation and discussion of authentic materials. For example, while novice-level students might speak in English about why *Día de los Muertos* (Day of the Dead) is an important ritual in Mexico before applying that knowledge by matching contrasting phrases as descriptive of Mexico or of the United States, intermediate and advanced level students would interpret the unique cartoons and other *Día de los Muertos* features in Mexican newspapers through discussion in Spanish.

Resources that provide cultural information include videos, literature, periodicals, and guest speakers. Students should be made aware of the cultural context of language segments and taught to look for cultural information. As they role play, write stories, or conduct interviews, they should do so in a culturally appropriate manner.

For more information on materials, see Appendix F, *Suggested Materials for the LOTE Classroom.*

✔ Learning Snapshots

LA QUINCEAÑERA Students learn about this Hispanic "coming-of-age" celebration for young women. They read about the celebration's meaning and discuss *quinceañeras* and other similar celebrations from different cultures. The class then divides into groups and plans a *quinceañera* in class. They discuss and engage in activities centered around such topics as appropriate dress, food, appropriate gifts, and invitation design. In the end, the class has a collection of visual aids pertaining to a *quinceañera* celebration. Students come to understand the meaning behind this celebration as they compare and contrast the significance of the ritual to the young woman and to her family with how such a rite of passage would occur in other cultures.

Barbara V. Méndez/Juanita G. Seiger,
El Paso ISD, Andress High School, Grades 9-12,
Spanish, Course Level III-IV, Intermediate

Cultures: Practices and Perspectives

✔ Knowledge and Skills

The student gains knowledge and understanding of other cultures.

✔ Performance Expectations

▼*Novice*	▼*Intermediate*	▼*Advanced*
The student is expected to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied.	The student is expected to use the language at the intermediate proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied.	The student is expected to use the language at the advanced proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied.

✔ Example Progress Indicators

▼*Novice*	▼*Intermediate*	▼*Advanced*
By the end of the novice level students are able to:	By the end of the intermediate level students are able to:	By the end of the advanced level students are able to:
• identify and illustrate a traditional custom or celebration • view a role play situation and recognize culturally appropriate verbal and/or non-verbal expressions	• view a video depicting a cultural celebration and write a short letter in the language describing it and explaining its origin • produce a skit using culturally appropriate verbal and/or non-verbal expressions such as gestures, greetings, and idiomatic expressions	• read a short passage about the origins of a custom or cultural celebration in the language and do a presentation on it using the language • discuss inappropriately used verbal and non-verbal expressions and analyze the cultural implications

Cultures: Practices and Perspectives

✔ Learning Snapshots

JAPANESE BUSINESS CARDS Students make their own business cards using *Hiragana, Katakana,* and *Kanji* and use their business cards to practice formal business introduction in role plays. Students learn the perspective behind the practice by observing the similarities with business introductions in the United States, discussing these in English, and then summarizing them through a list in Japanese.

Hiroko Takebe Scharon, Katy ISD, Taylor High School
Grades 9-12, Japanese, Course Level II, Novice

NOSOTROS LOS HISPANOHABLANTES (WE THE NATIVE SPEAKERS) In pairs, students choose a Spanish-speaking country. They write a formal letter to the embassy of that country requesting information about food, dress, music, dance, art, or any particular custom about courting, weddings, housing, etc. The students share information they receive, and bring to class a product from that culture. For example, students might prepare a dish from that country, display pictures, play music, or show videos. Students display their depth of knowledge of the perspective behind these practices as they explain the historical, geographical, and/or social influences that shaped them.

Pablo Soto, El Paso ISD, Irvin High School
Grades 9-12, Spanish for Spanish Speakers,
Course Level III, Intermediate

Cultures: Products and Perspectives

✔ Knowledge and Skills

The student gains knowledge and understanding of other cultures.

✔ Performance Expectations

▼*Novice*	▼*Intermediate*	▼*Advanced*
The student is expected to use the language to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.	The student is expected to use the language at the intermediate proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.	The student is expected to use the language at the advanced proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

✔ Example Progress Indicators

▼*Novice*	▼*Intermediate*	▼*Advanced*
By the end of the novice level students are able to:	By the end of the intermediate level students are able to:	By the end of the advanced level students are able to:
• use a visual to identify the major resources, products, and contributions and their cultural importance • collect and display newspaper clippings concerning political, economic, and/or cultural topics	• locate products of the region studied and, using the language, explain their cultural significance • use the language to list, describe, and prioritize political, economic, and/or cultural concerns	• research the relationship between the use of natural resources and their impact on the environment, then use the language to debate the pros and cons of resource allocation • use the language to interview an informed person (e.g., university professor, consulate, employee, etc.) on political, economic, and cultural issues and report findings

Cultures: Products and Perspectives

✔ Learning Snapshots

EL MUNDO ESPAÑOL (THE SPANISH-SPEAKING WORLD) Students collect newspaper articles pertaining to Spanish-speaking countries. They mount their articles on plain paper, then summarize the article and indicate what they learned from it. All articles are filed by country in a large binder for the class to use as topics of discussion about the Spanish-speaking world. At the novice level, students may read and summarize articles written in English. At intermediate and advanced levels, students read authentic newspaper articles and summarize them in Spanish, showing their understanding of the perspective influencing the choice and emphasis of information by comparing how the same stories are presented in their hometown newspaper and how this would influence a culture's view of the same event.

Pat Spaulding, Katy ISD,
Memorial Parkway Junior High School
Grades 7-8, Spanish, Course Level I,
Novice through Advanced

IMPRESSIONIST PAINTING PROJECT Students conduct research on impressionism, identifying its characteristics and major artists. They watch slides and look at reproductions and identify the artists and titles of various pieces of artwork. Students use oil pastels, colored pencils, chalk, or another medium to create an original piece of artwork or a copy of the work of a famous artist. Finally, students make oral presentations of their creations; they explain how their work does or does not reflect the impressionist style and tell the story behind the artwork, incorporating a specific cultural reference (this may include allusions to, for example, geography, history, politics, climate, or architectural styles).

Robert Swope, Katy ISD, Taylor High School, Grades 11-12, French, Course Level IV, Intermediate

Connections

Knowledge of other languages and cultures provides the tools and context for connecting with other subject areas including the arts, health, social studies, sciences, mathematics, and English, for example. In Connections, students use the language to acquire information and reinforce other areas of study.

Acquiring languages other than English becomes more relevant and engaging to students when it serves as a vehicle for the development of ideas and acquisition of information on topics from other disciplines and the students' personal interests. Using another language to connect with other disciplines provides learners with the skills and interests to look beyond the limits of their immediate circle of experience and to see how language skills apply to education and other real-world concerns. Language skills also provide students increased access to the whole range of information available internationally through print, the Internet, satellite technology, and video.

Students make connections in different ways at different grade levels. Because linguistic development (native language and other languages) and other cognitive development take place simultaneously in the early elementary grades, examples of connections appropriate for younger learners could include learning the basic concepts of the solar system, the parts of a plant, or the life cycle of a butterfly completely in the second language. In middle school, students might experiment with Connections through a historical role-play using the second language. For example, German students could set up an Ellis Island-type immigration station with a twist—non-language students play the role of the immigrants in the late 1800's while German students operate the station in German. At the high school level, intermediate and advanced students often create their own personal connections, with the language teacher serving as a coach. Students may apply their second language skills to acquire information about food exports in international agribusiness, original French research on AIDS, or contemporary Chinese musical opera.

In immersion and content-based language programs, students develop language skills by using the language as a medium for learning other school subjects. In LOTE programs, students not only connect to other subject areas, but use their new language to gain access to information available only in the language and to hear and read artistic works in their original, untranslated forms.

✔ Learning Snapshots

PIÑATAS ACROSS THE CURRICULUM First grade students in a dual language program work on a week long study of the *piñata* to learn its history and origin. Each daily study period takes about three hours. Students begin the unit by listening to a story by Alma Flor Ada called *La Piñata* read in English and Spanish. They respond to the story through discussion, vocabulary practice, and map work on Mexico. Later, when they learn that the *piñata's* origin is Chinese, they locate China on a map as well. During the week, they listen to music about *piñatas* while drawing them, and then make *piñatas* in small groups. The children count, add, and graph candies to put in their *piñatas*; make Venn diagrams comparing *piñatas* made with pots to those made of papier mâché; compare different kinds of glue; and participate in a directed writing experience to explain how to make a *piñata*. Students bring in pictures from home representing their personal experiences with *piñatas* to use as the basis for personal writing on the topic in their first language. Their pictures and stories are exhibited in a class scrapbook for all to enjoy. The week's study ends with a celebration in physical education class as students sing a song and break their *piñatas*.

Ms. Anderson and Ms. Quiett, Socorro ISD, Benito Martínez Elementary School
Spanish English Dual Language Program, Grade 1, Course Level I, Novice

Connections: Access to Information

✔ Knowledge and Skills

The student uses the language to make connections with other subject areas and to acquire information.

✔ Performance Expectations

▼*Novice*	▼*Intermediate*	▼*Advanced*
The student is expected to use resources (that may include technology) in the language and cultures being studied to gain access to information.	The student is expected to use resources (that may include technology) in the language and cultures being studied at the intermediate proficiency level to gain access to information.	The student is expected to use resources (that may include technology) in the language and cultures being studied at the advanced proficiency level to gain access to information.

✔ Example Progress Indicators

▼*Novice*	▼*Intermediate*	▼*Advanced*
By the end of the novice level students are able to:	By the end of the intermediate level students are able to:	By the end of the advanced level students are able to:
• watch a travel video and make a list of places they would like to visit • read a variety of food advertisements in the language to extract basic information in connection with diet (calorie content/ fat content)	• watch a travel video and prepare an oral report in the language about a chosen place of interest • using the language, develop a daily meal plan for each meal requiring low-calorie and low-fat intake	• watch a travel video and use the language to design a brochure and/or make a multimedia presentation about a chosen place of interest • use the language to compare information regarding diet from two pamphlets produced by different health associations

Connections: Access to Information

✔ Learning Snapshots

JULIO CORTAZAR LITERATURE/ART PROJECT After reading three or four short stories by *Julio Cortázar*, all of which show fusion of reality and fantasy, or the conscious and subconscious, each student makes a visual representation of one of the stories, showing the fusion of the two worlds. The student also explores the content of the story by researching related topics through materials in Spanish. The student gives a brief oral presentation of his/her visual and discusses the research leading to the visual. The following short stories lend themselves well to this activity: *Axoloti, La Noche Boca Arriba, Casa Tomada,* and *Continuidad de los Parques.*

Marsha McFarland, Richardson ISD,
J.J. Pearce High School
Grades 11-12, Spanish, Course Levels IV and V, Advanced

IT'S RAINING WEATHER! Using authentic newspapers or websites in French, students read weather forecasts for cities in French-speaking countries. They work individually to respond to questions about the forecast, finding the correct French vocabulary for meteorological terms, converting Celsius temperatures to Fahrenheit and identifying cities by their French abbreviations. In addition, they prepare, in writing, a fictional weather report for a chosen city. Students present their original forecasts orally for the class. This activity allows students to make cultural inferences about topics such as climate, cities, geography, and the metric system.

Robert Swope, Katy ISD, Taylor High School,
French, Course Level III-IV, Intermediate

Connections: Other Subject Areas

✔ Knowledge and Skills

The student uses the language to make connections with other subject areas and acquire information.

✔ Performance Expectations

▼*Novice*	▼*Intermediate*	▼*Advanced*
The student is expected to use the language to obtain, reinforce, or expand knowledge of other subject areas.	The student is expected to use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.	The student is expected to use the language at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

✔ Example Progress Indicators

▼*Novice*

By the end of the novice level students are able to:

- illustrate and label a timeline of an historical period previously studied
- name or illustrate animals and plants that exist in a particular region or country previously studied or reviewed
- make a list of the prices of foods in dollars and match it against the currency of the culture(s) being studied

▼*Intermediate*

By the end of the intermediate level students are able to:

- present a skit in the language about an historical event previously studied
- use the language to describe, in a simple paragraph, an animal or plant that is indigenous to a particular region or country previously studied or reviewed and explain its importance to the region
- use mathematical concepts to indicate the cost of preparing a dinner to celebrate a holiday in the culture or cultures being studied

▼*Advanced*

By the end of the advanced level students are able to:

- use the language to make an oral history or videotape an interview conducted showing the impact of an historical event on the lives of the people who witnessed it
- use the language to investigate and report on the endangered species of a particular country or region previously reviewed or studied
- use the language to create, compare and contrast, and discuss graphs demonstrating the types of food and cost of food in different regions of a country or countries where the language studied is spoken

Connections: Other Subject Areas

✔ Learning Snapshots

EL HUMO SECUNDARIO (SECOND-HAND SMOKE) This project connects Spanish to the subject area of health. Students respond anonymously to a questionnaire in Spanish concerning smoking. Then students watch a video in Spanish on the dangers of smoking and second-hand smoke. After viewing the video, students write one-page reflections on what they learned from the video. Students discuss whether they experienced any change of attitude or opinion as a result of viewing the video. Brochures and posters on smoking are available in Spanish.

Jonathan Welch, Richardson ISD, Lake Highlands High School Spanish, Grades 10-11, Course Level III, Intermediate

NUESTRO MUNDO (OUR WORLD) In this activity, the Spanish curriculum is integrated with that of 6th grade social studies. Students are provided with a world map to color and with the lyrics to the song *Nuestro Mundo* (written by Lou Wilkin for Richardson ISD Division of Instructional Services). By listening to and singing the song, Spanish vocabulary for geographic terms such as the directions (N,S,E,W), the poles, the Prime Meridian, and the equator are learned, as well as proper nouns for places such as the seven continents and the four oceans. Students expand upon the vocabulary learned by using it to ask and answer questions. The medium used for learning, i.e., music, is particularly effective; the song *Nuestro Mundo* appeals to the age group and holds their attention.

Lou Wilkin, Richardson ISD, Canyon Creek Elementary, Grade 6, Spanish distance learning, Novice

Comparisons

Learning another language enhances one's understanding of the nature of language and culture. Students use this knowledge to compare languages and cultures, and to expand insight into their own language and culture.

A natural result of learning another language is the comparison of the language being learned with the native language. As a result of these comparisons, students focus, often for the first time, on how their own language functions (e.g., gender or the placement of adjectives). They gain a deeper understanding of vocabulary through the study of cognates and derivatives. Such comparisons also highlight the differences between languages and help students to understand that there are many different ways to communicate the same idea. The insights gained from language comparisons enable students to be better language learners.

The same type of comparisons occur when it comes to cultures. Students learn about different traditions, customs, and practices, as well as discover that they share many things in common with people of another culture. Students realize how one culture can have an impact upon another culture.

Exploring cultural concepts with limited language skill requires activities that ask students to interpret materials for their main ideas and to present information in formats that match their language ability, such as listing. Activities can be designed that help students express complex cultural comparisons with simple language. For example, students can be asked to check their comprehension or insight on a cultural topic by responding to statements with a check in the appropriate column: this is common in the United States, this is common in the foreign country, or this is common in both cultures. As students progress through a LOTE program, their growing sophistication in cultural insights will be matched by their growing sophistication in using the LOTE.

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✔ Learning Snapshots

VISITING A JAPANESE HOME The purpose of this activity is for students to understand appropriate cultural practices for visiting a Japanese home and compare these practices with those of their own homes. First, students list what they already know about the topic and then they discuss their lists in small groups. The teacher shows and discusses authentic Japanese items such as the *zabuton* (mats to sit on) and *furoshiki* (gift-wrapping cloth). They watch a video that compares and contrasts Japanese and American visiting customs. After class discussion about the video, students prepare and perform skits about visiting a Japanese home, using authentic cultural items as props.

Yoshiko Elmer, El Paso ISD
Burges High School
Grades 9-12, Japanese, Course Level II, Novice

Comparisons: Nature of Language

✔ Knowledge and Skills

The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

✔ Performance Expectations

▼*Novice*	▼*Intermediate*	▼*Advanced*
The student is expected to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied.	The student is expected to use the language at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied.	The student is expected to use the language at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied.

✔ Example Progress Indicators

▼*Novice*	▼*Intermediate*	▼*Advanced*
By the end of the novice level students are able to:	By the end of the intermediate level students are able to:	By the end of the advanced level students are able to:
• identify shared and/or different writing conventions such as alphabets, capitalization and punctuation, and word order of the two languages • recognize phrases and idioms unique to the language being learned	• examine a short passage to identify language conventions which are different from those of English • cite examples of phrases and idioms that do not translate directly from one language to the other	• identify and apply in writing appropriate language conventions that communicate ideas which would be expressed differently in English • generate and use appropriate phrases or idioms to communicate an idea, then compare and contrast them to similar structures in English

Comparisons: Nature of Language

✔ Learning Snapshots

KATAKANA During a unit on the Japanese writing system, students are introduced to the Japanese phonetic alphabet, the *katakana*. *Katakana* characters are used primarily to write words of foreign origin, such as words borrowed from English. When English words are written or pronounced in Japanese they can sound very different. To illustrate this, students are given a paper that has two columns: one column has a list of words in *katakana*, the other has a list in English. The teacher holds up the cards with the *katakana* words from the list, pronounces them, and distributes the cards to various students. As the words are read, the students find the words on their own list and connect them with lines to their English equivalents. To correct the papers, one student reads off the list in English and the students holding the correct *katakana* card holds it up for the class to see. As a follow-up, students are given a sheet of *katakana* words and a chart that shows the system used to translate foreign words into *katakana*. Using the chart, students determine the romanization of the characters in each of the words on the sheet and try to determine what the *katakana* words are in English. Students learn about the writing and phonological systems of Japanese and compare them to the same systems in English.

Adapted from a learning activity in the Connecticut World Languages Curriculum Guide Draft. Grades K-4, Japanese, Novice

COGNATES Students translate lists of German words (selected by the teacher because they are cognates) into English. Then they make two sets of flashcards, one with the German words and the other with the English word. They may then use these cards for matching , memory, and "go fish" games. Beginning students enjoy the activity because it gives them confidence in the language, making them feel they know some German "right off the bat."

Mary El-Beheri, North East ISD
MacArthur High School,
German, Grades 9 - 12, Course Level I, Novice

Comparisons: Concept of Culture

✔ Knowledge and Skills

The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

✔ Performance Expectations

▼*Novice*	▼*Intermediate*	▼*Advanced*
The student is expected to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied.	The student is expected to use the language at the intermediate proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied.	The student is expected to use the language at the advanced proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied.

✔ Example Progress Indicators

▼*Novice*	▼*Intermediate*	▼*Advanced*
By the end of the novice level students are able to:	By the end of the intermediate level students are able to:	By the end of the advanced level students are able to:
• view pictures, e.g., from a magazine, and make a list of the perceived differences between the culture being studied and the home culture • dramatize a shopping experience exemplifying culturally appropriate behavior	• watch a video and compare cultural patterns of their own culture to the culture studied • watch a video about shopping in the culture being studied and explain the similarities and differences with student's own culture	• read scenarios illustrating patterns of a culture being studied and explain why misunderstandings can occur • role play a shopping excursion which involves a cultural complication

Comparisons: Concept of Culture

✔ Learning Snapshots

UNIVERSAL THEMES IN FRENCH MOVIES Students view two films, *La Gloire de Mon Père*, and *Le Château de Ma Mère*, that depict family life in France in the first half of the twentieth century. They keep a daily viewing journal of reactions to the films that assist them in later writing three essays in French about good family memories, the loss of innocence and disappointment, and their description of family life. This activity elicits thoughtful, insightful work from students and allows them to analyze their own lives by contrasting it with those of the people in the films. It underscores universal human values of love and family across cultures.

Beth Llewellyn, Fort Worth ISD, Southwest High School, French, Grades 10-11, Course Level III, Intermediate/Advanced

WEDDINGS: ANCIENT AND MODERN

Students, either in small groups or as a whole class, discuss modern dating, engagement, and wedding customs and practices. They read about Roman wedding customs in Latin and view a video clip of a wedding from a movie like *A.D.* The students compare and contrast ancient and modern practices. Later, in groups, students plan a mock production of one of the three types of Roman weddings complete with costumes to present to the class.

Mary Ledford, North East ISD, Roosevelt High School Latin, Grades 9 - 11, Course Levels I - III (depending on passage), Novice, Intermediate

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Comparisons: Influence

✔ Knowledge and Skills

The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

✔ Performance Expectations

▼*Novice*	▼*Intermediate*	▼*Advanced*
The student is expected to demonstrate understanding of the influence of one language and culture on another.	The student is expected to use the language at the intermediate proficiency level to demonstrate understanding of the influence of one language and culture on another.	The student is expected to use the language at the advanced proficiency level to demonstrate understanding of the influence of one language and culture on another.

✔ Example Progress Indicators

▼*Novice*	▼*Intermediate*	▼*Advanced*
By the end of the novice level students are able to:	By the end of the intermediate level students are able to:	By the end of the advanced level students are able to:
• list foods from the culture which are popular in their own • read a short passage and recognize the cognates of another language to deduce meaning in context	• use regular mail or e-mail to ask and answer questions with a native speaker pen pal to compare foods from the pen pal's culture with similar ethnic foods in the students culture • read an adapted or authentic text and create a derivative word tree for selected verbs	• create a cookbook of American foods which originated from another culture • read several short stories and/or poems relating to one topic and create a derivative dictionary based upon selected vocabulary

Comparisons: Influence

✔ Learning Snapshots

LA PRENSA - UN ANUNCIO COMERCIAL
(THE PRESS - AN ADVERTISEMENT)

In small groups or pairs, students look at two magazine ads for the same product (e.g., car, food item, clothing). One ad is from an American magazine and the other from a Spanish language magazine. Students also note any words from one language that are used in the other, observing the way that vocabulary migrates from one language to another. The students compare the techniques used in each to "sell" the product. They then design and create their own ads for the same product using the language.

Greg Foulds and Mary Martínez, North East ISD,
Churchill High School
Spanish, Grades 9 -12, Course Level III,
Intermediate

PREAMBLE DERIVATIVES Students have copies of the Preamble of the United States Constitution. Using a dictionary, they identify and highlight all the words in the Preamble which are derived from Latin. Next, students try to rewrite the Preamble without any words in English that are derived from Latin.

Randy Thompson, North East ISD,
Churchill High School
Latin, Grades 9 - 12, Course Level I, Novice

Communities

Learning languages other than English increases opportunities for participation in communities in Texas, in other states, and around the world. Students use languages to enhance their personal and public lives and to meet the career demands of the 21st century.

Students may participate in Texas communities by attending cultural events or concerts, or visiting museums or exhibitions. As part of their language study, they may participate in or plan their own celebrations of the traditions of cultural and linguistic communities that are the same or different from their own. They may also use the language to converse with speakers of that language outside of class (e.g., helping a Spanish-speaking parent in the school office, or using Vietnamese to serve a patron at a restaurant, for example). Students may also participate in communities in other states and around the world by traveling or by using technology to inform themselves about other places, peoples, and cultures.

In studying Communities, students learn how knowing more than one language is an asset for future career and business opportunities, and thus how it can expand their possibilities for employment. High school students may apply their language skills by tutoring elementary grade native speakers or by doing an internship during part of the school day in a business setting where the language being studied is used, such as in the international marketing section of a manufacturing company or in the international exchange center of a bank. In addition, knowing more than one language provides a means of future learning and personal enrichment. Regardless of the language studied, students of LOTE learn how to use languages to communicate across cultural borders, a skill that is applicable throughout one's life.

✔ Learning Snapshots

COMMUNITY NEWS Students publish a community newsletter as part of their Spanish class every six weeks. The newspaper includes a front page with logo, and various sections such as sports, school, social events, local news, entertainment, book, and movie reviews. Students distribute the newsletter to parents, libraries, and selected community organizations.

Rosanna Pérez, Rogelio Senties, Terri Wroten, Northside ISD, Communication Arts High School Spanish, Grades 9 - 10, Course Level III, Intermediate

Communities: Within and Beyond the School

✔ Knowledge and Skills

The student participates in communities at home and around the world by using languages other than English.

✔ Performance Expectations

▼*Novice*	▼*Intermediate*	▼*Advanced*
The student is expected to use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate.	The student is expected to use the language at the intermediate proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate.	The student is expected to use the language at the advanced proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate.

✔ Example Progress Indicators

▼*Novice*	▼*Intermediate*	▼*Advanced*
At the end of the novice level students are able to:	At the end of the intermediate level students are able to:	At the end of the advanced level students are able to:
• exchange information about self, family, and/or school • integrate commonly used phrases in conversations beyond the classroom	• write a letter and/or have a short conversation about topics such as school or leisure activities with speakers of the language • prepare and/or perform for a school, community, or special cultural event	• communicate with members of other cultures regarding topics of personal interest, community or world concerns via letters, e-mail, audio and video tapes, or other media • analyze the impact of language and culture on the community

Communities: Within and Beyond the School

✔ Learning Snapshots

COMMUNITY SERVICE PROJECT Spanish honor society students organize monthly sports and/or arts and crafts days for first graders at a largely Hispanic school. Activities include soccer, relay races, jewelry making, puppet making, and face painting. By using a mixture of Spanish, English, and gestures, both the high school students and first graders are able to overcome obstacles to communication. After each activity, there is a brief follow-up in class to discuss cultural differences that students observed and new vocabulary learned. Students reflect on future applications and similar opportunities to serve.

Marsha McFarland, Richardson ISD, J.J. Pearce High School
Spanish, Grades 11-12, Course Levels III and IV, Intermediate

EL RIO BRAVO (THE RIO GRANDE) Students conduct research on, analyze, and debate the role of the Rio Grande (*Río Bravo*) as a natural resource for both the United States and Mexico. (The river serves as a border separating the two countries its boundaries determined by man-made concrete structures and its waters polluted by factories of both nations.) The students consider the impact of the river on the environment and livelihood of inhabitants from Mexico and the United States. From their discussions, they generate a series of questions which they use to interview a representative of the International Boundary and Water Commission.

Barbara V. Méndez and Juanita G. Seiger, El Paso ISD, Andress High School
Spanish for Spanish Speakers,
Course Level V, Advanced

Communities: Personal Enrichment and Career Development

✓ Knowledge and Skills

The student participates in communities at home and around the world by using languages other than English.

✓ Performance Expectations

▼*Novice*	▼*Intermediate*	▼*Advanced*
The student is expected to show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.	The student is expected to show evidence of becoming a lifelong learner by using the language at the intermediate proficiency level for personal enrichment and career development.	The student is expected to show evidence of becoming a lifelong learner by using the language at the advanced proficiency level for personal enrichment and career development.

✓ Example Progress Indicators

▼*Novice*	▼*Intermediate*	▼*Advanced*
At the end of the novice level students are able to:	At the end of the intermediate level students are able to:	At the end of the advanced level students are able to:
• list words, phrases, or expressions used while playing sports or games from a culture • list careers in which proficiency in more than one language and culture are important	• investigate and produce a skit on historical, geographical, and/or biographical information about the sport or athletes from a specific culture • interview members of the community who demonstrate language proficiency and knowledge of cultural practices in another language in their career	• instruct others in the rules or strategies of a game or sport • participate in a career exploration, school, and/or work-related project that requires language proficiency and knowledge of cultural practices

Communities: Personal Enrichment and Career Development

✓ Learning Snapshots

JOB APPLICATIONS As a class, students brainstorm and generate a list of jobs that interest them, qualifications required for such jobs, and the advantages and drawbacks of these jobs. From the list, students select two jobs that most interest them and complete job applications for them in Spanish. Each application must be accompanied by a cover letter and a recommendation letter, both in Spanish. The recommendation letters are actually written by the students themselves, they write them under the guise of a famous Spanish speaker who is somehow connected to the job for which they are applying. Students practice using important, career-related, real-world vocabulary and structures.

Marsha McFarland, Richardson ISD, J.J. Pearce High School, Grades 11-12, Spanish, Course Levels IV-V, Intermediate-Advanced

PARIS METRO SYSTEM The purpose of this activity is to teach students how to use the metro system in Paris. Students are given guidelines on public speaking and use of the overhead projector, a map of Paris, and the address of a hotel. The map shows metro lines and famous monuments. Using the map on an overhead projector, the teacher demonstrates how the metro system works by showing the students how to get to the *Arc de Triomphe* from the hotel. Students then break out in to small groups and are asked to find their way from the *Arc de Triomphe* to various assigned monuments. Each group makes a map for use on the overhead projector that shows the metro lines to take in order to get to the monuments and presents their findings (in French) to the class. Students practice public speaking skills and learn how to use public transportation.

Gaston Cyr, Socorro ISD, Socorro High School, French, Course Level III, Intermediate-Low

5

Implementation

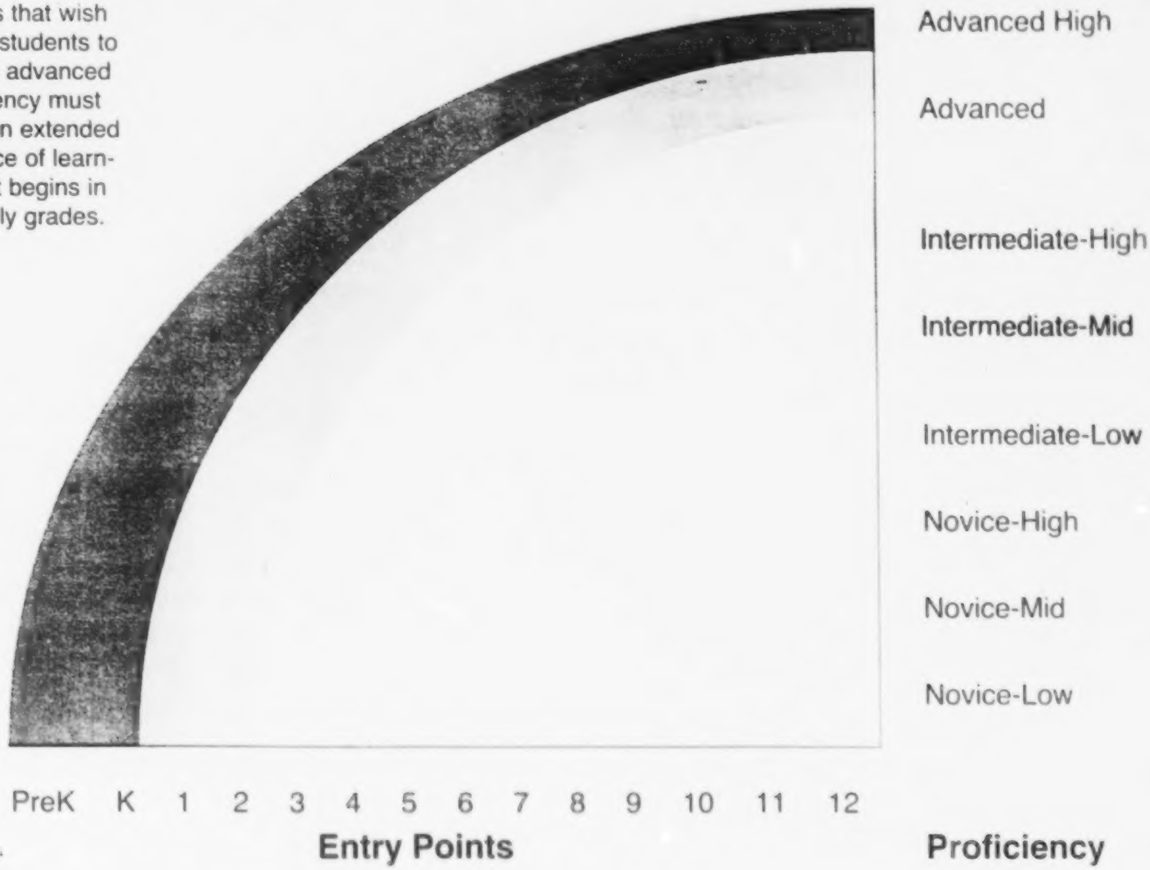
Length of Program

The combination of an early start and an extended sequence in LOTE programs may allow students to reach the advanced Progress Checkpoint, as the chart on the following page indicates. Not all students who begin learning a LOTE in elementary school will reach the advanced proficiency level; however, the earlier students start learning another language and the longer they stay in sequential LOTE programs, the higher the proficiency level they will attain. Conversely, it is very difficult to reach a proficiency level above novice-high/intermediate-low if the language program does not begin until high school.

See *ACTFL Proficiency Guidelines* in Appendix I for ACTFL's definition of Advanced proficiency.

The level of proficiency achieved is also dependent upon the relative difficulty of the language being learned. Data from federal government language training of English-speaking adults categorize languages by the amount of intensive training needed to reach an ACTFL Advanced level of proficiency. Students of "Level 2" languages, such as German, take one and a half times as long to reach Advanced level proficiency as students of "Level 1" languages such as Spanish and

French. A "Level 4" language, such as Japanese, requires three times as much time as a "Level 1" language does to reach Advanced proficiency (Liskin-Gasparro, 1982). Additional factors include the type of program, the instructional strategies used, and the motivation of the student (Larsen-Freeman & Long, 1991).



Districts that wish for their students to achieve advanced proficiency must design an extended sequence of learning that begins in the early grades.

Illustration 5.1: Sample Entry Points and Proficiency Levels Attained for Speaking, as Expected in Extended, Uninterrupted Learning Sequences

The Less Commonly Taught Languages

Traditionally, students in Texas have studied French, German, Latin, and Spanish. To meet the needs of the 21st century, it is apparent that students should consider studying less commonly taught (LCT) languages. These languages include, but are not limited to, some of the most commonly spoken languages in the world, such as Arabic, Chinese, Japanese, and Russian. Leaders in the areas of business, industry, and government stress that the United States has vital interests all over the globe, not just in Western Europe. There are many career opportunities for students who are proficient in an LCT language.

The implementation of an LCT language program includes some challenges for the school and the students. When compared with English, many LCT languages use very different alphabets and/or writing systems, have very different syntax and phonology, have few, if any, cognates, and sometimes have a very different cultural context and perspective. Consequently, some of these languages are more difficult to acquire and require a longer sequence of study.

The chart on page 74 that shows the impact of early start and length of study on proficiency attained would need to be adapted to consider the unique nature of languages. The lack of familiarity most students in the United States have with LCT languages coupled with the dissimilarity that these languages have with English make evident the need for an early start if students are to reach a useful level of LCT language proficiency. Additionally, it may require more persistence and effort to find authentic materials and native speakers.

School administrators will need to consider that sometimes there are shortages of qualified teachers as well as fewer instructional resources for LCT languages. Nevertheless, there are a number of districts in Texas that have received grants to implement LCT language programs and these districts can serve as a resource to other districts.

Selected Proficiency-Based, Sequential Language Programs

The following section provides a look at some of the different types of elementary and secondary sequential language programs offered in Texas schools.

> Bilingualism and biculturalism that students bring to school are valuable assets upon which to build long sequences of instruction that produce truly bilingual, biliterate, and bicultural graduates. To attain this goal, programs in grades PreK-12 must be linked to post-secondary program options, for language learning is never done. Long sequences of instruction benefit not only the native speakers of languages other than English, but also the native speakers of English. The growing popularity of language immersion and two-way bilingual education programs has opened new doors which present opportunities for cooperation among LOTE, ESL, and bilingual educators.

Elementary School Program Descriptions

Immersion

Immersion programs teach language by using the language itself as a medium of instruction for other subjects. The usual curriculum activities from other subject areas (mathematics, science, social studies, arts, health, for example) are presented in the language. The amount of time spent in the language varies across programs from "partial" (e.g., 50%) to "total" immersion (100%). Students are exposed to the language every day.

Two-Way Immersion or Dual Language

Two-way immersion or dual language programs are similar to regular immersion programs except that the student body includes both English-only speakers and native speakers of the language. All students learn subject matter through both their "first" and "second" languages, benefiting from interactions with peers who are native speakers of the language new to them. The amount of instructional time devoted to each language varies by such factors as student needs, program design, and grade level. Decisions regarding instructional design should be made carefully in order to support program goals.

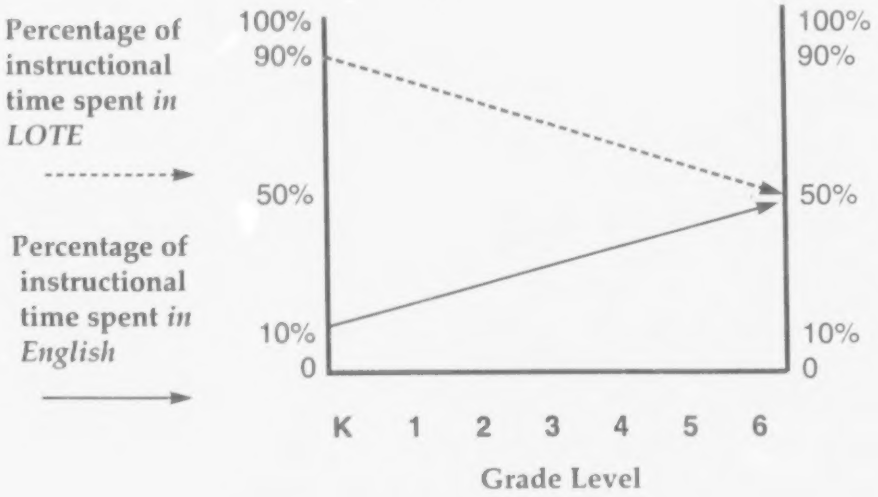


Illustration 5.2: Two-Way Immersion: One Successful Model

The table on the preceding page illustrates one successful model for two-way immersion where students begin in kindergarten with 90% of instructional time delivered in the LOTE and 10% delivered in English; the amount of time devoted to English then increases by grade level until, at sixth grade, 50% of instructional time is delivered in English and 50% in the other language.

Another frequently used model divides instructional time equally (50%-50%) between English and the LOTE at all grade levels.

FLES (Foreign Languages in the Elementary School)

In general, students in FLES programs meet three to five times a week (no fewer than three times per week) for periods ranging from 20 minutes to an hour or more (at least 75 minutes per week). Sometimes FLES programs are "content-enriched," which means that some content from other subject areas is taught in the target language and the LOTE teacher is partially responsible for areas of the core curriculum. (See Table 5.1 for a description of some different FLES programs.)

Middle School and High School Program Descriptions

Continuation

Continuation programs build upon the proficiency a student has acquired in elementary and/or middle school, or as a result of being a native speaker.

Beginning Sequential

Students may begin study of a second or third language (with no previous experience in that language) in middle or high school.

Content-Enriched

Students develop proficiency in the language while supplementing their study of other subject areas. When a program is content-enriched, students use the language to reinforce and expand subject matter from other disciplines. They

Elementary School Programs	Percent of Time Spent in LOTE Per Week	Goals of the Program
Total Immersion Grades K - 6	approximately 100% (Time is spent learning subject matter taught in LOTE; language learning per se is incorporated as necessary throughout curriculum.)	• become functionally proficient in LOTE • master subject content taught in LOTE • acquire an understanding of other cultures
Two-Way Immersion Grades K - 6 Student population is made up of both native speakers of LOTE and English.	at least 50% (Time is spent learning subject matter taught in LOTE; language learning per se is incorporated as necessary throughout curriculum.)	• become functionally proficient in LOTE • master subject content taught in LOTE • acquire an understanding of other cultures • demonstrate grade level mastery of English
Partial Immersion Grades K - 6	approximately 50% (Time is spent learning subject matter taught in LOTE; language learning per se is incorporated as necessary throughout curriculum.)	• become functionally proficient in LOTE (although to a lesser extent than is possible in total immersion) • master subject content taught in LOTE • acquire an understanding of other cultures
Content-based FLES (Foreign Languages in the Elementary School) Grades K - 6	15 - 50% (Time is spent learning subject matter taught in LOTE; language learning per se is incorporated as necessary throughout curriculum.)	• acquire proficiency in listening, speaking, reading, and writing LOTE • use subject content as a vehicle for acquiring language skills • acquire an understanding of other cultures
FLES (Foreign Languages in the Elementary School) Grades K - 6	5 - 15% (Minimum of 75 minutes per week, at least every other day; time is spent learning the language per se.)	• acquire proficiency in listening and speaking (degree of proficiency varies with the program) • acquire an understanding of other cultures • acquire some proficiency in reading and writing (emphasis varies with the program)

Rhodes, as adapted in Curtain & Pesoia, 1994

Table 5.1 Types of Sequential Elementary LOTE Programs

already have some prior knowledge and experience with the content in English; in content-enriched instruction they further that knowledge in the language.

Content-Based

Students study one or more subject areas using only the language. When instruction is content-based, the language is the medium of instruction. Students use the language to acquire new information and knowledge from other subject areas. Immersion programs are content-based programs.

Pacesetter Spanish

This Level III course was designed by The College Board to provide challenging language tasks for all students. Its goals are to enable students to use their Spanish skills to acquire new information, to understand the cultures of Spanish-speaking peoples, and to participate in effective communication. The Spanish language is the vehicle of learning, not the focus. Students learn about the contributions of Spanish-speaking peoples in art, literature, music, science, math, economics, trade, and politics. Each of the six units is based on a central theme that requires students to think, listen, read, speak, and write in Spanish. Students work in pairs or small groups, as well as individually, to gain information and insights from authentic print and non-print materials. They use Spanish to investigate and analyze cultural information, to reach informed conclusions, and to synthesize and present their own views through discussion or in writing. The overt practice of language learning strategies empowers students to become autonomous, self-directed language learners. They monitor their own learning and engage in self-assessment through learning logs as well as through participation in peer evaluation. Formal assessment is done through portfolios.

Advanced Placement Sequence

The Advanced Placement (AP) Program for Languages Other Than English offers students the opportunity to pursue college-level studies while still in secondary school and to receive advanced placement, credit, or both in college. The specific courses available for students of LOTE are

French Language; French Literature; German Language; Latin: Vergil; Latin Literature; Spanish Language, and Spanish Literature. The AP Program is open to any secondary school that is willing to organize the courses, foster teacher development, and administer the AP examinations. The AP courses typically begin at Level IV and continue through Level V.

AP examinations qualify as advanced measures for the purposes of the Distinguished Achievement Program (DAP) in Texas. The DAP requires students to complete some combination of external college or professional level measures. A score of three or higher on the AP exam is necessary to qualify as an advanced measure.

Subsidies are currently authorized at the state level to districts, teachers, and students who have an AP program:

- a subsidy to districts for teacher training for AP courses
- a partial reimbursement subsidy for the AP testing fee, based upon student need

International Baccalaureate Sequence

The International Baccalaureate (IB) Program is an internationally recognized curriculum for students in the 11th and 12th grades. Students have the opportunity to earn an IB diploma by completing and testing in six IB subjects, writing an extended research-based essay; performing 150 hours of organized service activities, and completing a critical thinking course called *Theory of Knowledge*. Among the six IB subject areas that must be completed are Language A (English or the student's native language) and Language B (a modern language which is spoken today). Students seeking the diploma must test in three of the six subjects at the higher, more challenging level, and three at the subsidiary level. Students who take IB courses without completing the entire diploma program may earn IB certificates by testing in selected IB subjects. For languages other than English, the most common languages included in IB programs are French, German, and Spanish. There also are two classical language programs, Latin and Greek, which are offered as part of the "Group 6 Electives." A portion of the IB examination is based on performance demonstrated by the students through audio tape recordings.

The IB Program is open to any secondary school that is willing to organize the courses, foster teacher development, and administer the IB examinations and that receives approval from the International Baccalaureate North America. Schools must apply to become an IB member school and meet rigorous qualification criteria and undergo evaluation of progress during the administration of the program as well. The IB courses begin at Level IV and continue through Level VII for LOTE. To be successful in these courses, students must have had a long sequence of language instruction.

IB examinations qualify as advanced measures for the purposes of the Distinguished Achievement Program (DAP) in Texas, which has as one of its requirements for students the completion of some combination of external college or professional level external measures to qualify for the DAP. A score of four or higher on the IB exam is necessary to qualify as an advanced measure.

Subsidies are currently authorized at the state level to districts, teachers, and students who have an IB program, including:

- a subsidy for districts for teacher training for IB courses
- a partial reimbursement subsidy for the IB testing fee, based upon student need

Programs for Students with Home Background in Languages Other Than English

Home Background (HB) LOTE programs expand the abilities of students with home background in a language other than English. Although the students, who are also known as "heritage" speakers, may not have studied their home language formally, they may possess a wide range of communicative abilities in the language, including knowledge about and experience in another culture. The range extends from those who are minimally functional in the language, often referred to as "passive bilinguals," to those who are completely fluent and literate. Spanish for Spanish Speakers programs (SSS), described below, provide an example of one popular program in Texas for students with HB in Spanish.

Examples of students with Home Background in LOTE

- Students able to understand oral language, but unable to speak the language beyond single-word answers.
- Students able to understand the language and communicate at a minimal level. These students may be able to read some items, but because of their limited vocabulary, they may not comprehend much information. They may write what they are able to sound out, but errors are evident.
- Students who can speak the language fluently but who have little to no experience with the language in its written form.
- Students who have come to the United States from non-English-speaking countries. They can understand and speak the language fluently; however, their reading and writing skills may be limited due to lack of a formal education in their countries of origin.
- Fluent bilingual students who can understand, speak, read, and write another language very well and have possibly received formal instruction in that language in the United States or another country. Since these students are usually more advanced in understanding and speaking the language than their English-speaking counterparts, the curriculum for beginning non-native speakers is inappropriate for these native speakers of the language.

Home Background (HB) LOTE Program Goals

- Students become cognizant of the linguistic strengths they possess.
- Students develop a sense of pride in their heritage by studying their language and culture.
- Students expand their language skills in listening, speaking, reading, and writing and proceed to add additional skills, using their language in new applications.

which standard and non-standard language should be employed and comfortably adjust their language accordingly.

- Students receive opportunities to become bilingual, biliterate, and bicultural.

Home Background LOTE Program Levels

Programs for students with HB in LOTE can include several levels of instruction, based upon the individual needs of each district. For example, an HB in LOTE I class would be for students who understand the language, but have minimal or no oral language ability. An HB in LOTE II class might include students who understand and speak some of the language. Students who understand, speak, read and write the language might be in an HB in LOTE III class, with students showing more advanced literacy skills moving to an HB in LOTE IV class. Another option is compacting LOTE I and LOTE II into one course and LOTE III and LOTE IV into another so that students study only the parts of each course they need.

Spanish for Spanish Speakers Program

It is important to recognize that Spanish speakers in Texas represent a valuable academic, intellectual, and economic resource. This resource can be developed through specialized programs of instruction that capitalize on the linguistic, cultural, and intellectual strengths of Spanish-speaking students; these programs are known as Spanish for Spanish Speakers programs.

What Native Speakers are Saying *(L.E. Nieto, personal communication, May, 1997)*

"I could not believe that I was the only one who could explain to the lady that the accident was not her fault! She could only speak Spanish and nobody but me understood her!"

(Level I student)

"I thought I knew Spanish because we speak Spanish at home. After studying Spanish for a year, my mind is full of wonder and admiration for my language and culture."

(Level II student)

"I know that I am a valuable asset to my community. I am biliterate and bicultural. What is more important, I am proud of who I am because I speak the language of Cervantes' Quijote as well as that of Shakespeare's Romeo."

(Level III student)

Since these students are usually more advanced in comprehending and speaking Spanish than their English-speaking counterparts, the curriculum for beginning non-native speakers of Spanish is inappropriate for native speakers of the language. This Spanish for Spanish Speakers program of instruction will meet the needs of this portion of the student population and ensure their motivation and retention in Spanish classes.

The *TEKS for LOTE* can be consulted in developing curriculum for the Spanish speakers. Although it may not always be feasible, the best arrangement for teaching Spanish to Spanish speakers is in specialized classes consisting exclusively of native speakers of the language. This allows the teacher to maintain instruction primarily in the target language and to structure activities and materials commensurate with the language proficiency of the students.

See Appendix B, *Sample Course Outlines: Spanish for Spanish Speakers.*

The Home Background goals on pages 82-83 are broad enough to allow districts to develop the curriculum to meet their students' needs. Since native speakers usually function at a higher level, the overall focus of the SSS program should be to provide the students with a well-structured curriculum designed to promote and further develop their existing functional proficiency in the language.

Nonsequential Language Programs

Course offerings under the rubric of nonsequential LOTE courses may be taught by districts outside the standard Levels I-VII sequential program. Two categories of courses are approved for districts to offer: Cultural and Linguistic Topics and Exploratory Languages.

Cultural and Linguistic Topics

Cultural and Linguistic Topics may be offered at the elementary, middle, or high school level for one-half to one credit with no prerequisites. These courses address the history, geography, cultural aspects, and/or linguistic aspects of selected regions or countries.

Exploratory Languages

Exploratory Languages courses may be offered at the elementary, middle, or high school level for one-half to one credit with no prerequisites. They are most typically offered early in the middle grades, usually at Grade 6 or Grade 7. These courses provide students with the opportunity to investigate, compare, contrast, and come to appreciate a variety of languages and cultures or to value the study of another language. This type of experience is especially valuable as it allows students to decide which language(s) they may wish to study later in greater depth.

Although nonsequential courses are not geared toward the development of language proficiency, they do offer a good opportunity for the enrichment of students who may not be able to fit language courses into their schedule or who are uninterested in pursuing a sequential program in language.

Student Placement

When placing students in middle school and high school courses, the LOTE teacher, in cooperation with the guidance counselor, should consider the entry level of each individual student. Students entering established programs with home language ability and/or previous instruction in the language should be tested, receive credit, and be placed according to their demonstrated proficiency level. The chart below illustrates the approximate correlation between course levels and proficiency levels; the chart is just a guideline, so not all students fit strictly into this scheme.

High School Course Levels	**Proficiency Levels** (as defined by ACTFL)
Levels I and II	Novice
Levels III and IV	Intermediate
Levels V, VI, and VII	Advanced

In order to reach Levels V and above students will need to begin their study of a language in middle school or elementary school. Middle school programs that include only some exploration of languages will not provide sufficient instruction for students to go beyond Level IV in high school. Middle school programs that focus on the same Level I functions in at least grades seven and eight will make it possible for students to enter Level II in ninth grade. The only way for students to attain Advanced level proficiency by the end of high school (Level V and above) is to begin language study in elementary grades.

Proficiency levels in classical languages will reflect students' reading ability, the interpretive skill. Speaking, listening, and writing, the interpersonal skills, reinforce the reading skill. Therefore, for classical languages, students reach intermediate proficiency in reading by the end of Level III and advanced proficiency in reading by the end of Level IV.

Credit by Examination

In the state of Texas, credit by examination must be offered free of charge to students at district-designated times and dates for acceleration purposes and to earn credit for a particular course or grade without having prior formal instruction. If the examination score is 90% or higher, the score must then be entered on the academic achievement record.

Credit by examination may be offered if the district adopts such a policy to address students who have prior instruction in a course. This could apply, for example, to students coming in with experience in earlier bilingual education classes or from summer programs or educational experiences abroad, as well as to students who have failed courses or have had excessive absences (refer to specific district policy). When students are given course credit based on a criterion-referenced examination selected by the district, the score is recorded on the students academic achievement record. In the case of LOTE, such assessment should address the *Essential Elements* of the course for which the student wishes to receive credit. During the 1998-99 school year, the *TEKS for LOTE* will replace the *Essential Elements.*

See Appendix J for the state's formal credit by examination policy.

Students entering a district from an unaccredited school, from another state, or from another country may have their records examined to determine appropriate placement and/or credit. Although districts are not required to use examinations to verify credit from these student records, they may use a variety of methods to verify the content of the courses for which the transfer student has received credit. Districts may opt, for example, to have a policy to test foreign exchange students with a criterion-referenced test in areas where some prior instruction has taken place and grant credit based on the examination score. Districts may opt, in cases of prior formal instruction, to make the decision to grant credit based purely on professional judgment about the content of the prior instruction.

Block Scheduling

Some school districts schedule courses in different configurations of "blocks" rather than in traditional, daily 45-55 minute periods. Popular models of block scheduling include (but are not limited to):

- a four-block schedule where courses run for a semester with students taking four 90-minute classes, five days a week
- a rotating block schedule where courses run all year, with students taking one set of four, 90-minute classes on Monday, Wednesday, and Friday (A) and another set of four, 90-minute classes Tuesday and Thursday one week (B), then rotating the schedule so that students take (B) classes on Monday, Wednesday, and Friday and (A) classes Tuesday and Thursday the next week
- a combination block where, for example, students have two, 100-minute blocks in the morning and continue with 45-55 minute class periods in the afternoon

A Sample lesson plan for a 90-minute block is included as Appendix E.

Questions to Consider Regarding Block Scheduling and LOTE

When high school faculties are involved in the process of deciding which, if any, form of block scheduling to adopt, it is important for all teachers to be involved in the planning process. Teachers of LOTE should be proactive by involving themselves positively in faculty discussions and decision making on the block scheduling issue. In so doing, teachers of LOTE may wish to consider the following questions in regard to their discipline:

- *Are language courses offered sequentially?*
  Students should have the option to continue language study without long lapses of time in between. Extended time lapses may have an adverse affect on the level of proficiency students are able to attain.

- *Are language courses available to all students at all proficiency levels?*
  Courses should be available to all students, novice through advanced (including AP students), in a variety of languages. This will help ensure that the needs of both those students with prior experience in the language (such as students continuing in a long sequential language program, transfer students, or native speakers) and students new to a LOTE (such as those wishing to begin a new language later in their high school career) are met.

- *Does the schedule promote development of language proficiency?*
  Some LOTE teachers are concerned about the possible impact of scheduling on the development of language proficiency. Language proficiency most often develops during long, uninterrupted sequences of language instruction. Because language instruction in longer blocks of time is relatively new in U.S. public education, national data addressing this concern are largely anecdotal rather than research-based. However, many European countries have taught languages in block schedules, with positive results, for decades.

- *Is there adequate planning time for teachers?* Moving from traditional 45-minute class periods to longer periods requires a different kind of class preparation, including working with the team of LOTE teachers to determine articulation (i.e., smooth transition from one level to another in a progressive fashion), course content, and academic pacing among courses. In addition, longer blocks of class time create more opportunities for teachers to make connections with other subject areas. LOTE teachers, therefore, must have sufficient individual, departmental, and cross-curricular planning time.

- *Will teachers receive adequate professional development on how to teach for longer blocks of time?* Daily lesson plans for traditional 45-55 minute class periods vary greatly from those for longer blocks of instruction. Teachers should receive adequate professional development in the content, pacing, and instructional strategies and materials that are most effective for use in longer blocks of time.

Class Size

Based on research showing the impact of reduced class size on student achievement, some states, such as California, Texas, and Wisconsin, have funded a reduction in class size in some elementary grades. Strong evidence comes from Tennessee's Project STAR (Student/Teacher Achievement Ratio), that while the addition of a teacher's aide in classes of 25:1 resulted in modest student improvement, gains were far greater when class size was reduced to 15:1. The follow-up Lasting Benefits Study found that those who had spent time in small classes were still ahead of their peers (Viadero, 1995). While class size limits are not currently mandated for LOTE classes, the evidence clearly shows the value of smaller class size in order to deliver the high level of interactive instruction needed to learn a language.

An ideal class in any subject area should have no more than 25 students (and even fewer in elementary school). This number should represent the number of students per class and not a departmental average. Counselors involved in assigning students to classes should take class size into consideration. With respect to language classes, multi-level classes should be avoided whenever possible and scheduled judiciously when it is not. If multi-level classes prove necessary, they should be limited to upper levels where students can work independently. It is not advisable to combine students with widely differing proficiency levels in the language, such as placing a Spanish I student with Spanish IV students.

When class size is 25 or below, teachers are better able to facilitate and guide the kinds of activities (e.g., cooperative learning group, small group, and pair activities) that benefit language learners and provide opportunities for practicing language. Teachers are also better able to respond to the needs of all students and their diverse learning styles. In addition, on-going, authentic performance assessments, especially for oral proficiency, cannot take place effectively in classes with more than 25 students.

Language Learning Strategies

Students acquire language more quickly and effectively when they use a variety of learning strategies. As students acquire language, they should also become aware of which strategies are most effective for them. Students need to try out different approaches and then reflect on what works best for them individually. The goal is to develop metacognition, i.e., for students to become more conscious of how they best learn a language. Teachers can assist their students' language acquisition process by making different learning strategies an explicit part of the LOTE program.

How teachers can teach about learning strategies:

- use and name a variety of learning strategies for students, allow students to decide which ones work best for them
- encourage students to switch strategies if one isn't working
- develop metacognition by asking students to explain how they learned something
- remind students to use different strategies, perhaps display a poster of learning strategies
- give individual feedback on how strategies are working

- reward students for trying different strategies
- teach students to monitor their own language production, for example, by comparing their speech or writing patterns to those used by the teacher or found in authentic materials, and then incorporating what they heard, read, or viewed in future written or oral expression
- teach students to monitor their own listening for amount of comprehension possible, first trying to understand the gist of what they are hearing and then listening for key points
- build student confidence by encouraging students to take risks with language production; have them try to express themselves in spite of limited vocabulary and grammatical structures

Instructional Strategies

Language learning is enhanced when teachers use a variety of instructional strategies. Below is a list of some instructional strategies, activities, and supporting materials that enable teachers to reach the diverse learning styles of all their students. The information is organized around four categories: Priming, Class Organization, Application, and Practice/Evaluation Activities and Strategies.

Priming

These strategies help students focus on a new topic, unit, or activity. Otherwise students perceive that new information or topics are presented in a purely random order or for an unknown purpose. Priming prepares students for what is to follow, engaging their thinking.

Brainstorming

Students use brainstorming techniques to generate information such as a list of articles they would need to pack for a trip to the target country.

what it looks like

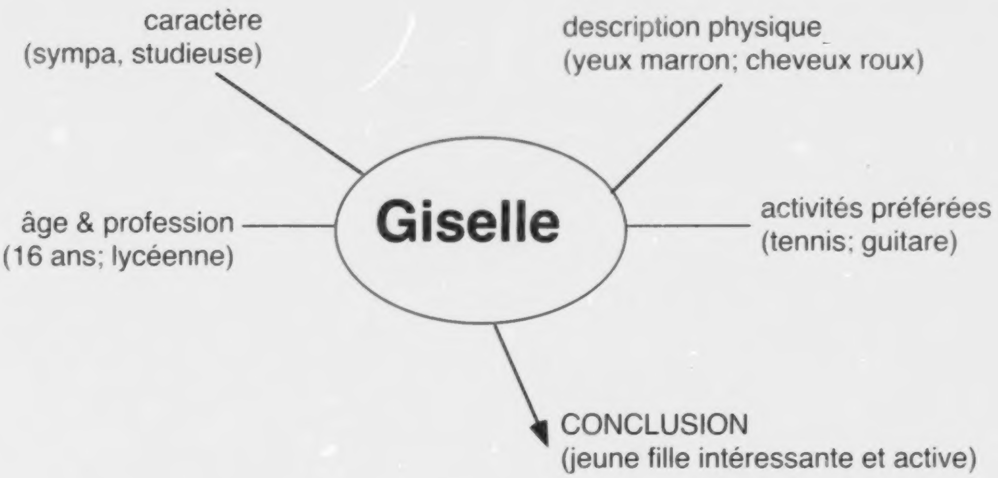
Brainstorming may be used to have students generate their own collaborative vocabulary/expressions list as a review for a unit. The teacher presents the class with the situation that they are lost in a large city abroad. Students as a whole class or in smaller groups suggest useful expressions or questions in order to get back to their host school. Other groups suggest what the person being asked might respond. To follow up on the brainstorming, students group the vocabulary and expressions into categories, e.g., useful, information-seeking, negative responses, etc.

Graphic Organizers

Students use graphic organizers to help organize their thoughts and get them in the habit of framing questions to clarify meaning in a sequential progression.

what it looks like

The "web chart" example below prepares a student of French to write a paragraph about a good friend:


caractère
(sympa, studieuse)
description physique
(yeux marron; cheveux roux)
âge & profession
(16 ans; lycéenne)
Giselle
activités préférées
(tennis; guitare)
CONCLUSION
(jeune fille intéressante et active)

what it looks like

The following "T-chart"* example helps students to organize their thoughts so that they may compare and contrast Japanese and American culture in the context of visiting someone's home:

Japan	*United States*
bow	shake hands, hug
take off shoes	leave shoes on
sit on floor	sit on chair/sofa
guests bring gifts	guests don't necessarily bring gifts

*adapted from classroom activity: Yoshiko Elmer, El Paso ISD, Burges High School, grades 9-12, Japanese, Level II (Novice)

KWL

Students brainstorm a list of items they **K**now and **W**ant to know when beginning a new topic or theme. At the end of the unit students list what they **L**earned.

what it looks like

This can be done silently by having charts on three walls in the room, one titled "What I Know about the topic," one titled "What I Want to Know about the topic," and one titled "What I

Learned about the topic." In the week before beginning a new unit, to prime students' interest, the students are told to write on the first two charts. This information will help the teacher to plan the unit, giving students real input into the content of their learning. Then as students identify key concepts learned, they start writing on the "What I Learned" chart.

SQ3R

Students use the five step reading strategy called "SQ3R:" they (1) **S**urvey the reading to find out what it is about, (2) formulate **Q**uestions about the reading based on their survey, (3) **R**ead the piece carefully using the questions they formulated in the last step, (4) **R**ecite the main idea and primary details of what they read, and(5) **R**eview the passage (more than once, if necessary), reexamining it to find answers to their questions.

what it looks like

This practice is useful to give students a tool for dealing with longer reading segments. Many textbooks now provide similar pre-reading activities to begin each chapter and similar processes for review.

Class Organization

These strategies deal with how students will work in the classroom, either alone or in groups. They are alternatives to a teacher-directed or lecture-only approach.

Cooperative Learning

Students work in groups of two to five in order to solve problems, produce language, or research a topic.

what it looks like

In "Numbered Heads Together," students in a small group are given a task to complete. The charge to the group is to make sure that everyone in the group can perform the task. To check the successful completion of the group task, students number off in each group. The teacher calls out a number and students with that number raise their hand to be called on to give an answer or perform a part of the group task.

Inner/Outer Circle

Students form two groups and get in two concentric circles, one facing the other. Members of one circle ask members of the other circle function questions to which they respond. Then, one of the circles rotates a certain number of spaces and the process is repeated with a new partner.

what it looks like

Use Inner/Outer Circles to help students hear a variety of ideas on a given topic, in preparation for an oral or written activity based on the topic, such as before doing a journal entry or before a two-minute spontaneous "chat" to be recorded in the language lab. Rather than forcing students to jump into spontaneous situations with no ideas ready, Inner/Outer Circles provide the necessary priming.

Sustained Silent Reading (SSR)

Students select reading materials in the language for their enjoyment and read uninterrupted during a regularly scheduled period of at least fifteen minutes. Dictionaries should be available for their use during SSR times. The teacher spends this time reading for enjoyment in the language as well.

what it looks like

As an alternative, students can be given different materials on the same topic in order to prompt discussion. After the sustained silent reading, students will all have at least one idea to contribute to a small group discussion on the topic. The group's ideas can be presented to the other groups, providing a rich variety of information and commentary on a topic in a relatively short period of time.

Application

These strategies suggest ways that the teacher can begin to organize instruction to teach skills applicable beyond the language classroom, linking to many other curriculum areas.

Field Experience

Students use the language in the community.

what it looks like

Students participate in activities such as teaching the language to younger children, giving a concert with songs in the language at a Senior Citizen Center, or using the language in a job internship situation.

"HOTS"

Students use Higher Order Thinking Skills when they go beyond reading a short story solely for comprehension to analyzing character motivation, synthesizing a scene and presenting it in dialogue format, and evaluating the theme of the story.

what it looks like

An application of Higher Order Thinking Skills might occur after reading a one-minute mystery. Students discuss possible solutions, pulling evidence from their interpretation of the story.

Problem Solving

Students use the language to solve a problem from another subject area. For example, students figure out what elements conduct electricity by using and practicing the language while conducting scientific experiments.

what it looks like

In an elementary classroom, students discover the principles of water displacement by molding clay into a shape that will allow Columbus to carry more crew and supplies across the ocean. A child's wading pool in the middle of the classroom provides reality for this experiment. The teacher sets the context of Columbus' voyage and shows a pile of figurines representing the crew and supplies. Pairs of students create a "boat" and bring it to the "ocean" to be loaded up. Students count how much the "boat" can hold. If all the items cannot be placed in the "boat" before it sinks, the students all observe the shape and change the shape of their "boat" in order to be more successful.*

*adapted from classroom activity: Rita Gullickson, Whitnall Middle School, Greenfield, WI, grade 5, Spanish, Level I (Novice).

"Think Alouds"

Students explain to their partner their thinking process as they try to make meaning of a passage heard or read. For example, both students in a pair look at a reading passage. One student talks aloud, explaining how he or she is figuring out the meaning of the passage, while the other student listens. The student may predict meaning from the title or illustrations of the passage, guess the meaning of the words from context, make inferences, validate predictions, etc. The listener reacts to and reinforces the strategies used.

what it looks like

This strategy could be used to give students feedback on their own writing. By having a partner explain the meaning that can be derived from a description or an essay, the author will quickly identify the sections that are not written clearly enough. This feedback provides a focus and motivation for the author to self-correct the writing.

Writing Process

Students use the same steps taught in English Language Arts (creating a first draft, peer editing, rewriting, etc.) to create a piece of writing in their LOTE class.

what it looks like

Since in real life people use numerous tools to perfect their writing, it is reasonable to offer the same tools to our students when the purpose is to create a refined piece of writing rather than a simple message, a postcard, or a shopping list. To assist in the editing and rewriting process, students could have access to computerized spell checks, to bilingual dictionaries, and to similar writings such as a business letter from a culture where the LOTE is used in order to observe and imitate the format.

Practice/Evaluation Activities and Strategies

With these strategies, the line between practice and assessment begins to disappear. Students are practicing their language skills in numerous ways, providing the teacher with various opportunities to assess student progress. Here are several ways to broaden the way that classroom assessment occurs.

Cloze	Students fill in blanks where words or simple grammatical structures are omitted.
what it looks like	This can be turned into a listening activity for students to listen to a pop song while they fill in the blanks. Students are then using listening clues as well as grammar and meaning to figure out what word or expression goes in each blank.
Dictation	Students listen to and write down an oral communication.
what it looks like	This can be used as a pre-writing activity, providing students with vocabulary prompts, spelling help, and priming them with ideas on a topic. As a follow-up, students can offer their opinion on the topic of the dictation, can write a different ending to the brief description of an event, or can add in descriptive phrases throughout the dictation.
Interview	Students formulate questions, interview, and probe for deeper understanding and clarification.
what it looks like	Students may interview each other about favorite after-school activities, elder family members about childhood experiences, or community members about opinions on current world issues.
Journals	Students practice writing skills by keeping journals.
what it looks like	Students write daily, informal entries on school activities, current events, or other topics of personal interest.

Read and Retell	Students read a story and retell it in their own words.
what it looks like	Students take turns retelling an assigned story to the class.
Role Playing	Students use the language to take on various roles in given situations. Role playing gives students an engaging way to enjoy and practice new vocabulary and language functions.
what it looks like	The teacher gives groups of 2-3 students a situation to play out, such as a visit to the doctor or asking for directions. Students work in their groups to determine appropriate vocabulary and phrasing, then present their role-play to the class.
Total Physical Response	Students follow oral commands to complete tasks. They are then able to internalize language before producing it themselves.
what it looks like	Students participate in activities such as identifying classroom articles by touching them or following directions to complete an art project.

Classroom Assessment Strategies

The instructional goals and performance expectations of a program provide the basis for assessment. LOTE teachers, therefore, should base their decisions as to which assessment strategies and content to use on the five Program Goals described in the TEKS: Communication, Cultures, Connections, Comparisons, and Communities. Since assessment reflects instruction, it is not surprising to find that many similarities exist between the instructional and assessment strategies and activities recommended in the *Framework.*

The purpose of assessment in LOTE is to chart student progress in developing language proficiency, identify strengths and weaknesses, and provide students with opportunities to demonstrate what they know and are able to do in the language and culture. Traditionally, assessment has meant the use of formal tests and quizzes; today much more evidence is both available and necessary to evaluate student achievement of course objectives.

At the classroom level, assessment takes place in many formats to capture the full picture of what a student knows and can do:

- ✔ Informal assessment occurs when teachers observe student conversations or glance at samples of their written expression and note strengths, areas of difficulty, and/or inaccurate language use.
- ✔ Formal assessment includes mastery of content on quizzes that focus on contextualized grammar and/or vocabulary groups (e.g., names of clothing items, verbs expressing animal activities, direct object pronouns), but also performance on oral and written assignments that oblige students to apply certain functions (greeting a friend, making a purchase, describing major features of a country).
- ✔ Unit assessment occurs throughout a unit of study when teachers—and the students themselves—evaluate progress toward meeting the unit's goals. This is no longer done solely through an end-of-unit test; numerous assessable components help chart student progress during the unit.
- ✔ Summative assessment is marked by student demonstrations of their global ability to communicate about particular topics using specific functions through extended evaluation activities that assess listening, speaking, reading and writing skills. Such holistic evaluation focuses on the student's global communication skills, emphasizing the ability to communicate effectively.

Holistic Assessment Activities That Focus on Communication

Students request and need to know how they are going to be graded, regardless of the assessment strategy used. Teachers need to share the criteria on which the student performance will be evaluated. This may be done in a "holistic" way where broad descriptors are given for a limited rating scale, usually of three to six points or benchmarks. Commonly, the descriptors are organized into three groupings or rubrics: exemplary, satisfactory, or "not there yet" (i.e., needs more work). An extension of a rubric could look like a checklist showing the range for each criteria in the holistic description. This gives more specific feedback to students, showing how they are doing in each identified category for that performance. Criteria such as vocabulary, organization, ease of speaking or writing, and accuracy could be shown on such a checklist so that students can identify their specific strengths and weaknesses, helping them to focus on areas to work on in the future.

Create a personal portfolio

- include selected examples of students' best work including exams, written and revised compositions, spontaneous writings and conversations, recorded audio and video materials, journal entries, diskettes, photos of projects, or art work to create a collection of evidence of achievement of course objectives
- a developmental portfolio would include examples of a range of a student's work, including early and later examples in order to better show progress made and if the work is becoming more consistent; this is often extended throughout a program, showing key assessments or performances from each course and/or to gauge the language proficiency level attained

Keep a personal journal

- write letters to pen pals in the language
- write about favorite literature, musicians, or other personal interests

Engage in non-prepared speaking activities

- speak extemporaneously on a topic of study
- participate in a debate on a current event
- participate in an improvisational role-play

Present illustrated oral reports to the class

- develop a presentation based on a poster illustrating personal information (e.g., hobbies, vacation activities, travel, part-time job, family)
- develop and present an illustrated thematic notebook (e.g., on a city, a sport)

Participate in extended pair/small group projects

- present research to the class on a country where the language is spoken

- dramatize a story; write, perform and videotape original student plays
- videotape debates and role-play situations
- write, perform, and record a song

Create a poster

- advertise a product or service
- provide information on a research topic or current event
- write and illustrate a poem

Participate in a whole-class project

- create a display of cultural objects or art works that includes a commentary
- write and illustrate a cookbook
- create a display for the window or lobby of a local business

Holistic Assessment Activities That Focus on Cultures, Connections, Comparisons, and Communities

Cultures

- conduct and report research on a cultural feature
- develop a culture scrapbook/journal that includes a commentary
- interview a native speaker about a cultural feature
- dramatize a cultural practice

Connections

- read and report on a current event or topic using printed material or Internet information in the language
- conduct research on a famous historic figure from a culture that uses the language for another class (history, math, science, literature, music, art)
- read a poem in the language by a writer being studied in language arts

Comparisons

- read a short story; identify practices/perspectives on children, school, etc., and compare with U.S. perspectives/practices
- compare perspectives reflected in foreign and U.S. newspaper accounts of the same event
- compare statistics on a cultural practice (e.g., family size, budget percentages)
- list cognates/word families encountered in a reading and compare meanings implied in English and the LOTE
- identify English equivalents of LOTE proverbs

Communities

- interview a community member who speaks a language other than English
- interview an individual who has lived in a culture where the language is spoken
- identify local businesses where knowledge of a LOTE is useful
- interview local business people who use a LOTE in their profession
- correspond with a peer from a community where the language is spoken (by mail or e-mail)
- attend a school or community event where the language and culture(s) are featured
- list examples of LOTE use in the community (names of streets, shops, etc.)
- conduct research on immigration of members of a culture that uses the language, their presence in and impact on the student's community, state, and region
- collect newspaper articles on current cultural/political events in a culture that uses the language

Uses of Technology and LOTE

Technology involves more than simply utilizing computers. In addition to computer software and the Internet, technology includes media such as audio tapes and compact discs, telecommunication equipment, video tapes, laser disks, CD-ROMs, slides, film, transparencies, presentation software, and videoconferencing (which allows for distance learning in areas where LOTE teachers may previously have been unavailable). When integrated into instruction, all of these innovations can enhance the learning and teaching of languages by bringing real language use into the classroom. With language and culture changing so rapidly, students need to hear, read, and view samples of current usage in contemporary society.

Technology can open the door to the world for the teacher and student of languages other than English, bringing authentic language and culture into the classroom in a way that truly impacts the learner. Using technology enables students and teachers to:

- "visit" a place where the language and culture differ from their own
- get real-world practice using the language by communicating through e-mail and bulletin board services
- use the language to research topics on the World Wide Web (WWW)
- access daily news from places where the language is spoken

Technology lends itself to skill development in the areas of viewing and showing by providing audio, visual, graphic, and textual resources for teachers and students of languages. Both teachers and students can use word processing, graphics, and multi-media programs to produce materials and enhance presentations.

Technology allows individual practice for all students including those who need enrichment and/or remediation. Listening stations increase auditory recognition and comprehension skills. Books on CD-ROM permit students to click on a word that is unfamiliar and then find the meaning in one or more languages. Computer software programs allow students to practice verb forms, compare their pronunciation with native speakers, and extend language skills in countless ways. Computer games that allow practice in geography and language offer fun ways for students and teachers to enrich the learning experience. Interactive programs on CD-ROM permit students to move along at their own pace, receive immediate feedback, and record progress. Technological advances make language learning more student-driven, i.e., students can direct their own learning. In addition, technology provides new means of reaching students with different learning styles or with learning disabilities, since strong support for comprehension comes from graphics and sound.

Access to technology is essential for an effective LOTE program. Usage no longer means an hour spent in a "listen and repeat" language lab. Various types of technology in a classroom allow the teacher to incorporate video, audio, and interactive CD-ROM input into various modes for student output. New language labs make it possible to electronically group students in pairs to simulate telephone conversations or in small groups to discuss a topic. Simultaneously, other students might be listening to a radio broadcast to pick out the main points; a group might be watching a video to prepare a summary to supplement the week's focus topic; and, an individual might be using a CD-ROM for practice on a particular element of language.

Teachers will be encouraged to do more authentic types of assessment when technology is in place. Supplied only with a tape recorder, teachers will avoid doing oral assessment because they are overwhelmed by the logistics of setting up students in the hallway to record while the other students are doing something else to keep busy in the classroom. Multiple recording stations make it possible for students to be assessed on their own "portfolio" tape or CD-ROM while others are engaged in meaningful communicative practice, all with a simple touch of the screen on the teacher's master control computer.

Technology is a strong supporting partner in implementing the *Framework*. The machinery (for example, computers, language labs, audio and video recording equipment, document cameras and a big screen monitor) linked with the authentic materials (radio broadcasts, TV and film clips, music videos, websites, e-mail pal connections) will open up new possibilities for teachers to put in place the instruction and assessment envisioned in the *Framework*. Teachers need to share how they are using technology to implement the *TEKS for LOTE* in their classroom, via electronic user groups, or listservs or a website available to teachers for posting their classroom ideas.

Program Evaluation

Exemplary schools incorporate effective planning and evaluation into their curricula. They ensure proper program articulation between grade levels and among schools in the district. They indicate that teachers and administrators have a solid understanding of the direction in which they intend to channel programs.

All those involved in decisions affecting the LOTE program need to be a part of the program evaluation, including students, parents, teachers, administrators, and school board members. Each language experience needs to be linked to those before and after it. Even students in programs with clear goals written down for each course will not experience a seamless transition from year to year unless all decision-makers share a common vision for instruction and assessment. Without agreement on how to implement the *TEKS for LOTE*, programs will not improve and students will not be able to achieve the Program Goals.

Program evaluation should focus on:

Curriculum Alignment

> To increase language proficiency, the curriculum should be aligned both vertically and horizontally, i.e., between levels within a school and across levels from school to school. For this to occur effectively, there needs to be articulation. Articulation refers to the smooth transition from one level to another in a progressive fashion.

Physical Facilities

There should be a well-maintained equipment or classroom system that allows students to hear the language spoken by persons other than the teacher. A formal language laboratory is not mandatory; however, students should have access to native speakers and opportunities to experience the language through technology such as CDs, computers, video, laser disc, and cassettes.

Instructional Staff

Instructional staff members should use the language in the classroom and have control over both oral and written language. In any classroom observation, a listener should hear a great deal of the language spoken by both teacher and students. Classroom activity should revolve around students using the language; this is extremely important at even the early levels of language acquisition.

Instructional Activities

Communicative activities should be the primary focus in order to develop language proficiency. Teachers should not use English in the classroom when the LOTE is understood. Teachers should provide organized opportunities for students to communicate such as paired activities, small group instruction, and role-plays. Communicative activities should take into account affective factors that influence language use.

Instructional Materials

A variety of classroom realia is a valuable asset to enhance language learning and helps the teacher to motivate the students to learn. An effective teacher will create a positive language learning atmosphere by using posters, charts, authentic materials, and innovative technologies (when possible).

District Resources

At the district level, teachers should have access to professional development, including peer coaching and substitute hours in order to attend programs related to implementing the *TEKS for LOTE*. Teachers also need support through budget for instructional materials and technology.

Methods of Assessment

Students should be assessed for proficiency as well as achievement. Some tests, e.g., prochievement, have aspects of both proficiency and achievement testing. A prochievement test measures a student's knowledge and performance in terms of specific course content, e.g., Russian Level I, through a proficiency style assessment. While teachers may use traditional types of assessment, they should also include alternative or more authentic forms of assessment that simulate real applications for language usage. Students should show achievement of course objectives in more ways than just paper and pencil tests, such as videos, portfolios, formal and informal oral presentations, pair and small group activities, and whole class projects.

Community Involvement

The community should be informed about the school's language program. Many language educators have had considerable success by developing brochures detailing topics such as class offerings, scholastic benefits of language study, opportunities for travel and study abroad, and foreign exchange student opportunities. They share these with the students, counselors, and parents in the communities.

Such public relations efforts can have significant impact on enrollments and the effectiveness of a language program.

Quality Indicator Inventory

The Quality Indicator Inventory provides guiding questions that teachers, administrators, parents, and other members of the school community may use to determine the effectiveness of instructional programs in LOTE. Responses to this inventory's questions provide evidence that may assist districts in evaluating specific factors of their programs that contribute to their degree of success in meeting the *TEKS for LOTE*. It is not meant to be a formal checklist.

Organization

- Is there effective articulation among teachers, between levels, and between schools?
- Is there a person designated for coordinating the language program?
- Are the language teachers involved in the development of the language curriculum?
- Are counselors informed and knowledgeable about effective language programs and secondary and post-secondary language requirements?
- Does the department sponsor fairs, assemblies, public speakers, and festivals and prepare promotional brochures?
- Does class size facilitate oral communication?
- Is there effective coordination among teachers, counselors, and administrators?

Nature of Offerings

- Is there at least a three-level sequence available in one language?
- Is the program emphasis on communicative proficiency in the language?

- Do the materials used reflect students' interests and proficiency levels?
- Are advanced courses available?
- Are as many languages as possible offered?

Physical Facilities

- Is there well-maintained equipment or a classroom system that allows students to hear and use the language spoken by persons other than the teacher?
- Are technological resources readily available to teachers and students?
- Do the physical facilities accommodate large- and small-group instruction?
- Are materials reflecting the culture of the countries where the language is spoken displayed in the room?

Instructional Staff

- Do instructional staff members use the language in the classroom and control the language well?
- Is their professional preparation adequate?
- Do teachers join professional language organizations and attend their conferences?
- Have they studied or traveled abroad?
- Are they aware of services available from the Texas Education Agency language specialists? Education Service Centers (ESCs)? Institutions of Higher Education (IHEs)?
- Do teachers have opportunities for continued study and development?

Instructional Activities

- Is the focus of instruction on activities that develop communicative competence based on the three modes of communication (interpersonal, interpretive, and presentational, see page 37)?

- How extensively is the language used by the teacher and students as a means of communication?
- Does the language curriculum provide students with opportunities to understand the cultural connections among perspectives, practices, and products?
- Does the planning and preparation for instruction lead to a high level of involvement of students in meaningful activities?
- How well is instruction adapted to the needs of individual students?
- Do the instructional objectives and practices match?

Instructional Material

- Are there maps, posters, and other authentic materials?
- Are supplementary materials used?
- Are dictionaries and other resource materials available?
- Are periodicals, newspapers, and age-appropriate magazines available?
- Is the variety, quality, and use of materials adequate?

Methods of Evaluation

- Does the assessment plan include the three modes of communicative competence (interpersonal, interpretive, and presentational)?
- Does student evaluation include alternative and authentic forms of assessment such as portfolios, videos, paired and small group activities, role plays, and oral reports?
- Are all *TEKS for LOTE* being assessed?

Community Involvement

- Is there a plan for informing the community about the school's language program?
- Is there support for the language program as evidenced by volunteers and visiting speakers from the community?

- Is there evidence that students use the language beyond the school setting through activities such as participating in cultural events and using technology to communicate?

Frequently Asked Questions

The *Framework*

1. What is the purpose of the *Framework*?

The *Framework* is a guide to assist members of the educational community at the local school district level in the design and implementation of a well-articulated, district-wide curriculum. It is also a guide to assist teachers with student instruction and assessment at the classroom level.

2. What is the role of the *TEKS for LOTE*?

The *TEKS for LOTE* give an overall picture of where students should be headed within the various program goals. They describe what all students should know and be able to do at certain checkpoints in the PreK-12 sequence. The *TEKS for LOTE* do not constitute a curriculum; they are content and performance standards that provide districts with guidelines to meet the needs of their students. The *TEKS for LOTE* set clear performance expectations for novice, intermediate, and advanced language learners. These are further illustrated by example progress indicators that provide ideas for classroom instructional activities. The goal is to develop advanced level proficiency that can be obtained when students successfully complete all the performance expectations in the *TEKS for LOTE*.

3. How can a state framework be a valuable document in developing curriculum in the local school districts?

A state framework can be the starting point for developing curriculum at the local level. Through conversations about the framework's guiding principles, implementation strategies, course descriptions, instructional strategies, and the *TEKS for LOTE*, members of the educational community can use the framework to design programs, develop assessments, articulate course levels, select materials, choose instructional strategies to use in the classroom, and plan for preservice and inservice professional development.

Curriculum and Instruction

4. Why are the *TEKS for LOTE* not described in terms of grade levels?

Since levels of entry into the LOTE classrooms are so varied and student progress is not lock-step, the *TEKS for LOTE* were not based on and should not be viewed as grade level equivalents. The *TEKS for LOTE* are designed to mirror the ACTFL guidelines of proficiency. In the LOTE acquisition process, students can and will reach different levels of proficiency (novice, intermediate, and advanced) in different time frames at different grade levels. The *TEKS for LOTE* describe what all students need to do to achieve an advanced level of proficiency and also the factors that will affect progress toward that goal.

5. What is the role of grammar in proficiency-based instruction?

Knowledge of grammar was once viewed as a primary or isolated goal of language study. Now, the study of grammar is understood as a tool to support the broader goal of learning to communicate by listening, speaking, reading and writing.

Decisions regarding the teaching of grammar should be made after careful consideration of various factors affecting language instruction, such as:

- ❖ are the students beginning or advanced?
- ❖ what ages are the students?
- ❖ do students have prior knowledge of grammar in other languages?
- ❖ is the language studied a modern or a classical language?
- ❖ are students able to access their grammar knowledge to support communicative skills?
- ❖ do the students themselves perceive that grammar study will be useful to them?

If grammar is to be taught explicitly, the instructional methodology chosen to present grammar should be compatible with communicative language instruction. For some language educators, an appropriate methodology is to present a brief explanation of grammar to students in order to focus their attention on a linguistic structure when it appears in subsequent oral or written material. Some educators recommend taking students through a series of contextualized drills which move from skill-acquiring activities to skill-using activities. For other educators, students are first introduced holistically to an oral or written narrative, then they discuss a grammar point occurring frequently in the narrative. In whatever methodology (or combination of methodologies) teachers choose regarding grammar, grammar instruction is an integral part of total language instruction, not a separate "add-on" piece nor an end in itself.

Decisions regarding the inclusion of grammar in the language curriculum, such as how much grammar, which grammar points, and the approach selected to teach grammar, should be based on the usefulness of grammar in meeting communicative goals at different levels of instruction. As more research is done on the supporting role of grammar in communicative language classrooms, language educators will have additional information to help make these decisions.

6. What is the place of English in the LOTE classroom?

From the earliest levels of modern language instruction, the LOTE class should use English as a survival tool only. When the overall goal of instruction is development of language proficiency, the LOTE teacher should strive to use only the language in the classroom. With each level of instruction, as students move up the proficiency ladder, the projects and tasks students are involved in should reflect the language functions being taught. If the functions and tasks match the students' level of proficiency or are beginning to push students into the next level, the students should not feel the need to present projects in English. Sometimes, however, in novice level classes only, teachers and students might use English when learning about cultures or comparing languages and cultures. For the teaching of classical languages, English plays a different role, as students focus more on the interpretative use of language, rather than interpersonal production of it.

7. Given that Communication is the primary Program Goal of LOTE education, how can teachers make sure there is a balance as they teach to the other four Program Goals (Cultures, Connections, Comparisons, Communities)?

When teachers and program developers keep all the five Program Goals in mind, they are able to create a balanced program of instruction. While all five Programs Goals may not be evident in every single lesson, over the course of a week, a unit, or a quarter, students work on all five areas. When teachers design teaching units, they should determine what segments fit best with what goal(s). If they find a unit that has an overemphasis on one Program Goal, they should adjust the unit and work on items that will bring in one or more of the other Program Goals. It is also important to keep in mind that the goals are not taught or practiced in isolation, rather content or activities may come from cultures, connections, comparisons, and/or communities, with communication being a constant part of the LOTE instruction.

8. How can I add Connections and Communities to what I am already doing?

Connections and Communities should not be considered an "add-on" to the current instructional program. Connections should be in the language learning process already. For example, when students are studying numbers, art, geography, and culture, these are true connections to the existing curriculum. As the LOTE teacher is teaching reading, the reading process and the material being read can be the connection.

Newspaper articles, magazine articles, and realia collected by the students and teacher can bring the community into the school when the classroom is far from places where the language is used. E-mail, the Internet, pen pals, and local celebrations can make the community an integral part of the classroom.

Program Development

9. When can I find time in the elementary school for LOTE?

The question should not focus on what needs to be taken out of the elementary curriculum in order to fit in LOTE instruction, rather it should focus on what content is already in the grade-level curriculum that could appropriately be taught through the LOTE. Elementary schools find time to include LOTE in their instructional program when they adopt content-based, content-enriched, or total and partial immersion programs. LOTE instruction in elementary grades should fit over existing topics and concepts, rather than dealing with unrelated content.

10. How can my school offer a variety of languages and levels when we don't have the teachers?

Distance learning, language-learning technology, and dual enrollment at colleges and universities all provide a means of offering more LOTE instruction than a school might normally be able to provide.

Abbreviations & Acronyms

AATF	American Association of Teachers of French
AATG	American Association of Teachers of German
AATI	American Association of Teachers of Italian
AATSP	American Association of Teachers of Spanish and Portuguese
ACL	American Classical League
ACTFL	American Council on the Teaching of Foreign Languages
ACTR	American Association of Teachers of Russian
APA	American Philological Association
AP PROGRAM	Advanced Placement Program
ATJ	Association of Teachers of Japanese
CLASS	Chinese Language Association of Secondary-Elementary Schools
CAMWS	Classical Association of the Middle West and South

Abbreviations & Acronyms

DAP	Distinguished Achievement Program
ESL	English as a Second Language
FLES	Foreign Language in the Elementary School
HB	Home Background
HOTS	Higher Order Thinking Skills
IB PROGRAM	International Baccalaureate Program
KWL	Know, Want, Learn (A pre-reading strategy)
LCT LANGUAGES	Less Commonly Taught Languages
SBOE	State Board of Education
SEDL	Southwest Educational Development Laboratory
SQ3R	Survey, Questions, Read, Recite, Review
SSS PROGRAM	Spanish for Spanish Speakers Program
SSR	Sustained Silent Reading
SWCOLT	Southwest Conference on Language Teaching
TCA	Texas Classical Association
TEA	Texas Education Agency
TEKS for LOTE	*Texas Essential Knowledge and Skills for Languages Other Than English*
TFLA	Texas Foreign Language Association
WWW	World Wide Web

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Appendix A

Generic Course Outline For Communication Program Goal

Presented here is a generic course outline focusing on the Program Goal for Communication. Communication is the overarching goal of the *TEKS for LOTE*; it is learned and applied through specific applications of language in the other four program goal areas. Appendix B has several examples of language specific courses that show this connection of Communication to the other goals of Cultures, Connections, Comparisons, and Communities.

The following course outline provides guidance for teachers and administrators of LOTE programs to develop articulated program objectives for Communication at the novice (Course Levels I and II), intermediate (Course Levels III and IV), and advanced (Course Levels V-VII) proficiency levels. The Progress Checkpoints and Performance Expectations describe what students are expected to know and be able to do at the end of each level of proficiency. The list of language functions gives a sample of which language functions should be targeted, introduced, and/or continued for each level. A selection of sample topics is also provided for each level. For example, novice students might ask and answer questions about the school and classroom, intermediate students compare and contrast their own schools and classrooms with those in a LOTE culture, and advanced students analyze and evaluate the educational system in a LOTE culture. Administrators and teachers should adapt these suggested lists to their individual situations and programs.

NOVICE: COURSE LEVELS I AND II

Progress Checkpoint

Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should:

- understand short utterances when listening and respond orally with learned material;
- produce learned words, phrases, and sentences when speaking and writing;
- detect main ideas in familiar material when listening and reading;
- make lists, copy accurately, and write from dictation;
- recognize the importance in communication to know about the culture; and
- recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar.

Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading.

Modes of Communication and Performance Expectations

Interpersonal

1.A The student is expected to engage in oral and written exchanges of learned material to socialize and to provide and obtain information.

Interpretive

1.B The student is expected to demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics.

Presentational

1.C The student is expected to present information using familiar words, phrases, and sentences to listeners and readers.

Selected Language Functions

1. greet and respond to greetings and farewells, leave-taking
2. introduce and respond to introductions
3. engage in simple conversations
4. ask and answer questions

5. express likes and dislikes
6. make and respond to requests
7. give and follow directions
8. provide and obtain information
9. express basic needs
10. understand and express important ideas and some details
11. describe and compare in simple terms
12. express agreement and disagreement
13. use and understand expressions indicating emotion
14. identify objects and persons

Sample Topics for Novice (and Intermediate) Learners

personal, biographical information
school and classroom
pets and animals
places and events
holidays
songs and music
colors
numbers
clothing
telling time
dates (months, date, year)
weather and seasons
family members
friends
nationalities
professions, work, and careers
simple greetings
simple geographical information
simple forms (e.g., a questionnaire)
courtesy expressions
money denominations
money matters
personal and place names
office and shop designations
restaurants, foods
activities and hobbies
transportation
lodging
health
customs
shopping and commercial negotiations
entertainment
sports
meeting arrangements and invitations

Example Progress Indicators: Novice (Useful for Assessment)

Interpersonal

- introduce themselves and respond to biographical questions
- express likes and dislikes about the immediate environment
- use authentic menus to order food

Interpretive

- create a visual to illustrate some aspect of the language such as a folktale, song, or video
- read authentic or teacher-produced passports and complete a class roster with basic biographical information
- list the descriptors of the main characters after viewing a familiar video

Presentational

- list the physical characteristics of a favorite person
- present the location of points of interest on a map

INTERMEDIATE: COURSE LEVELS III AND IV

Progress Checkpoint

Using age-appropriate activities, students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. The intermediate language learner, when dealing with everyday topics, should:

- participate in simple face-to-face communication;
- create statements and questions to communicate independently when speaking and writing;
- understand main ideas and some details of material on familiar topics when listening and reading;
- understand simple statements and questions when listening and reading;
- meet limited practical and social writing needs;
- use knowledge of the culture in the development of communication skills;
- use knowledge of the components of language, including grammar, to increase accuracy of expression; and
- cope successfully in straightforward social and survival situations.

In classical languages, the skills of listening, speaking, and writing are used in Level III to reinforce the skill of reading. Students of classical languages should reach intermediate proficiency in reading by the end of Level III.

Modes of Communication and Performance Expectations

Interpersonal

1.A The student is expected to engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs.

Interpretive

1.B The student is expected to interpret and demonstrate an understanding of simple, straightforward spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations.

Presentational

1.C The student is expected to present information and convey short messages on everyday topics to listeners and readers.

Selected Language Functions

Continue with Novice functions and introduce (but do not expect complete mastery):

1. express preferences and feelings
2. express and satisfy basic needs
3. understand narration and narrate in past, present, and future
4. understand, identify, and state feelings and emotions
5. compare and contrast
6. understand and give advice and suggestions
7. initiate, engage in, and close conversations
8. explain and support opinions
9. interpret

Sample Topics for Intermediate (and Novice) Learners

personal, biographical information
school and classroom
pets and animals
places and events
holidays
songs and music
colors
numbers
clothing
telling time
dates (months, date, year)
weather and seasons
family members & friends
nationalities
professions, work, and careers
simple greetings
simple geographical information
simple forms (e.g., a questionnaire)
courtesy expressions
money denominations
money matters
personal and place names
office and shop designations
restaurant, foods
activities and hobbies
transportation
lodging
health
customs
shopping and commercial negotiations
entertainment
sports
meeting arrangements and invitations

Example Progress Indicators: Intermediate (Useful for Assessment)

Interpersonal	Interpretive	Presentational
• create and respond to questions in a simple conversation • survey others about their opinions on age appropriate topics • plan a party menu which includes a variety of foods	• read a sample of the language such as a letter, poem, or interview and rewrite it as a journal entry from the author, journalist, or interviewee • read descriptions of several jobs and create a mock resume to include with an application for one of those jobs • sequence important events after viewing a familiar film, or video	• describe an everyday activity • give directions from a given point to a destination

ADVANCED: COURSE LEVELS V-VII

Progress Checkpoint

Using age-appropriate activities, students master novice tasks, expand their ability to perform intermediate tasks, and develop their ability to perform the tasks of the advanced language learner. The advanced language learner of modern languages, when dealing with events of the concrete world, should:

- ❖ participate fully in casual conversations in culturally appropriate ways;
- ❖ explain, narrate, and describe in past, present, and future time when speaking and writing;
- ❖ understand main ideas and most details of material on a variety of topics when listening and reading;
- ❖ write coherent paragraphs;
- ❖ cope successfully in problematic social and survival situations;
- ❖ achieve an acceptable level of accuracy of expression by using knowledge of language components, including grammar; and
- ❖ apply knowledge of culture when communicating.

The advanced language learner of classical languages reads and comprehends authentic texts of prose and poetry of selected authors. The skills of listening, speaking, and writing are used to reinforce the skill of reading.

Modes of Communication and Performance Expectations

Interpersonal

1.A The student is expected to engage in oral and written exchanges, including providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions.

Interpretive

1.B The student is expected to interpret and demonstrate understanding of spoken and written language, including literature, on a variety of topics.

Presentational

1.C The student is expected to present information, concepts, and ideas on a variety of topics to listeners and readers.

Selected Language Functions

Continue with Novice and Intermediate functions and introduce:

1. convince and persuade
2. conduct transactions and negotiations
3. substantiate and elaborate opinions
4. analyze and criticize
5. hypothesize
6. predict

Sample Advanced Topics

current events
press, media
politics and government
economics
educational systems
leisure / travel / vacations
cultural / philosophical issues and practices

history
customs
art
literature
environment
technology
belief systems

Example Progress Indicators: Advanced (Useful for Assessment)

Interpersonal

- initiate, sustain, and close a conversation
- compare and contrast own school rules with those from other cultures
- discuss what constitutes a healthy diet and its impact on health

Interpretive

- listen to interviews of two people and write a comparison of their beliefs, opinions, and/or feelings
- read a course description for study abroad and compose an argument supporting participation in an exchange program
- view a film or video and summarize the plot and/or analyze the conflict(s)

Presentational

- describe an incident that occurred in the past, such as an accident, surprise, or problem
- research a chosen locale and present the advantages and disadvantages of a trip to that site

Appendix B

Sample Course Outlines

Appendix B provides course outlines for French, German, Japanese, Latin, Spanish, Spanish for Spanish Speakers, and Spanish/FLES. The appendix gives teachers and administrators a variety of examples of how districts and local schools can translate the *TEKS for LOTE* into curriculum. Even though all districts can base their program on the *TEKS for LOTE,* no one curriculum model can fit all situations. These course outlines were created by various districts and are only samples; they do not represent model course outlines. (The language specific course outlines should be used with the generic course outline for Communication in Appendix A.) The emphasis is on illustrating the integration of the *TEKS for LOTE* into a course. Specific decisions regarding the course format and content should be made at the district and local school levels.

The majority (*but not all*) of these course outlines divides the Communication Program Goal into the following elements of communication:

- **function**: what students are able to do with language, such as ask and answer questions, narrate, and persuade
- **context**: the situations and settings where communication takes place, such as face-to-face, on the telephone, or through literature
- **text type**: the structure of written or spoken language as students progress from words and phrases to sentences and paragraphs
- **accuracy**: the degree to which student use of language is structurally correct and their behavior is culturally appropriate
- **content**: the topics of communication, such as family, current events, or science

(The College Board, 1996)

Many of the course outlines also include lists of **sample topics** for the various course levels. Please note that many of these lists "recycle" topics from the course levels that precede them. While different course levels often use similar topics, learning parameters, such as depth and higher order thinking skills, will add to the complexity of a particular topic area as proficiency increases.

French

LEVEL I - Novice

Course Description

This course integrates the five Program Goals of the *TEKS for LOTE*: Communication, Cultures, Connections, Comparisons, and Communities. It is a study of the French language and culture incorporating the development of listening, speaking, reading, and writing within the five Program Goals. The main goal for this course is for students to develop a novice level ability by using French in school and in the world community.

Program Goal 1—COMMUNICATION

Sample Functions

Students develop the ability to:

- greet and respond to greetings
- introduce and respond to introductions
- engage in conversations
- express likes and dislikes
- make requests
- obtain information
- understand some details
- begin to provide information
- identify main idea and literary elements of a text

Context

Students can perform these functions:

- when speaking, in face-to-face social interaction
- when listening, in social interaction and using audio or video texts
- when reading, using authentic materials, e.g., menus, photos, posters, charts, schedules, signs, short narratives, advertisements, and brochures
- when writing notes, lists, poems, postcards, and short letters

Text Type

Students can:

- use short sentences, learned words and phrases, and simple questions and commands when speaking and writing
- understand some ideas and familiar details presented in clear, uncomplicated speech when listening
- understand short texts enhanced by visual clues when reading
- use idiomatic expressions to describe familiar aspects of daily life and culture

Content

Levels I and II often include some combination of the following topics:

- **the self:** family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals.
- **beyond self:** geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions, work, and literature.

Accuracy

Level I students at the Novice level:

- communicate effectively with some hesitation and errors, which do not hinder comprehension;
- demonstrate culturally acceptable behavior for novice functions and beyond;
- understand the most important information.

Program Goal 2—CULTURES

Practices	• recognize the importance of friendship, greeting behaviors, leisure activities • identify important facets of family life regarding daily activities, family social events, daily meal sharing, and holidays • understand the significance of school and education, time spent in classes, etc.
Products	• recognize the importance of family • understand the significance of leisure activities such as movies, sports, television, or video games • recognize the importance of school schedules, course offerings, and grading practices • understand the contributions art and literature have made to the culture

Program Goal 3 - CONNECTIONS

Health	• examine typical French diet and eating practices including meal times and typical menus
Physical Education	• describe/practice special games and sports (*boules, pelote,* folk dances, etc.)
Fine Arts	• identify and pronounce French ballet terms • learn names of famous museums and the focus of the collections • recognize selected works of Impressionist artists
History	• identify important events in French history
Geography	• obtain information about France and selected francophone countries and regions (location, surrounding countries, major cities and regions, major topographical features) • identify places in the United States that have French names

Program Goal 4—COMPARISONS

- identify French/English cognates
- recognize French expressions encountered in English writings (*coup d'état, billet doux, petit*)

Program Goal 5—COMMUNITIES

- identify extracurricular school and community events which French students might attend, including French club meetings, district language festivals, foreign film rental outlets
- locate and visit a French restaurant
- engage in written correspondence via e-mail or letter writing with a French-speaking pen pal
- recognize nations and regions where French is widely spoken and associate them with products they trade with the U.S.
- get involved with the local chapter of the *Alliance Française*

Level II - Novice

Course Description

This course provides students with opportunities to continue developing their listening speaking, reading, and writing skills within the five Program Goals of the *TEKS for LOTE*. Students continue to expand their knowledge of the French language and culture. Students function at a novice-mid to novice-high level of proficiency depending on their background, but they begin to show signs of intermediate-low level proficiency.

Program Goal 1—COMMUNICATION

Sample Functions	Context	Text Type
Students expand their ability to perform all the functions developed in Level I. They also develop the ability to: • make requests • express their needs • understand and express important ideas and some detail • describe and compare • use and understand expressions indicating emotion	Students can perform these functions: • when speaking, in face-to-face social interactions • when listening, in social interactions and when using audio or video texts • when reading, using authentic materials, e.g., narratives, advertisements, tickets, brochures, and other media • when writing letters and short guided compositions	Students can: • use and understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking and listening • create simple paragraphs when writing • understand important ideas and some details in highly contextualized authentic texts

Content

Levels I and II often include some combination of the following topics:

- **the self:** family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, pets and animals, dialects, and idiomatic expressions.
- **beyond self:** geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work, implications of cultural behaviors when using idiomatic expressions, dialect, colloquialisms, and formal and informal language.

Accuracy

Level II students at the Novice level:

- demonstrate increasing fluency and control of vocabulary;
- show no significant pattern of error when performing Level I functions;
- communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Level II functions;

- understand oral and written discourse, with few errors in comprehension when reading; demonstrate culturally appropriate behavior for Level II functions;
- demonstrate understanding of idioms, colloquialisms, formal and informal expressions;
- write short compositions (with some errors).

Program Goal 2—CULTURES

Practices	• engage in culturally appropriate communication practices such as letter writing and telephoning • show how to issue, accept and refuse invitations • understand how to give and receive compliments • describe attitudes towards work and professions
Products	• explain the role of the post office, the *Minitel* • understand aspects of commerce (arrangement and classification of specialty shops) • know how to use public transportation • describe monetary systems • recognize commercial products

Program Goal 3—CONNECTIONS

Mathematics	• understand and convert monetary systems • understand metric system (e.g., to convert clothing sizes)
Social Studies	• describe typical city planning (central places with cathedrals, specialty shops, etc.) • name and locate famous Parisian monuments
Geography	• expand knowledge of physical and economic geography
Science and Technology	• recognize the significance of ecology and nuclear power • investigate facets of high speed public transportation, such as the TGV
History	• identify and describe selected historic periods

Program Goal 4—COMPARISONS

Culture	• compare and contrast commercial establishments (e.g., small specialty shops vs. supermarkets and shopping malls) • compare and contrast city planning practices and historic causes of differences (e.g., cities dating from medieval times with centralized commercial centers and narrow streets vs. suburbs; public transportation systems) • compare and contrast technology applications (*Minitel, télécarte*)
Language	• identify structural features of French that differ from those of English
Influence	• view an original French film and its American remake, observing the influence of one on the other

Program Goal 5—COMMUNITIES

- engage in written correspondence with a francophone peer through pen pal or e-mail programs
- list professions where knowing French is necessary or helpful
- contact embassies, consulates, or other governmental agencies, and/or travel agencies to obtain information about francophone countries

Level III - Intermediate

Course Description

This course continues to provide students with opportunities to work toward an intermediate level of proficiency, striving to reach intermediate-mid in speaking and listening, as well as expanding their reading and writing skills within the five Program Goals of the *TEKS for LOTE*. There is a more in-depth study of francophone cultures and of French-speaking people throughout the world.

Program Goal 1—COMMUNICATION

Sample Functions	Context	Text Type
Students expand their ability to perform all the functions developed in Levels I and II. They also develop the ability to: • clarify and ask for clarification • express and understand opinions • narrate and understand narration in the present, past, and future • identify, state, and understand feelings and emotions • transfer learned material to new situations	Students can perform these functions: • when speaking, in face-to-face social interactions and in simple transactions on the phone • when listening, in social interactions and using audio or video text • when reading short stories, poems, essays, articles, and short novels • when writing journals, letters, and literary critiques, and brochures	Students can: • use paragraph-length speech • understand spoken language in a variety of media by a variety of French speakers • create a series of written paragraphs • acquire knowledge and new information from comprehensive, authentic texts when reading

Content

Content includes cultural, personal, and social topics such as:

- history, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in these fields;
- career choices, the environment, social issues, political issues, health, customs, appearances, media, money, and hobbies.

Accuracy

Level III students at the Intermediate level:

- tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning (students may also fall back on non-standard vocabulary to circumlocute); others can engage in conversations with few errors and use a wide range of vocabulary;
- generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and grasping for words, as well as patterns of mispronunciation and intonation; others can express their knowledge of familiar topics without patterns and errors;

- generally use culturally appropriate behavior in social situations;
- are able to understand and retain most key ideas and some supporting detail when reading and listening; others can expand key ideas and apply those to their daily life;
- can be understood by sympathetic listeners.

Program Goal 2—CULTURES

Practices	• explain parent-child relationships, child-rearing practices • show how to give and receive gifts • understand birth, marriage, death traditions • examine teen attitudes and life goals • show understanding of current events
Products	• describe the home (kinds of rooms and their size, furniture, family heirlooms, and decoration) • explain vacation travel facilities (rail and air travel, youth hostels, hotels) • recognize and understand cultural symbols used in marketing and advertising products

Program Goal 3—CONNECTIONS

Social Studies	• read articles in French language periodicals about significant events such as national elections, special museum displays, terrorist incidents • identify important issues such as the environment, the European Economic Community (EEC), immigration, unemployment, future prospects for teens • compare descriptions of historic events in French and American history texts
Art History	• report on an important artist and his or her work (such as Manet, Matisse, Gauguin)
Literature	• read and discuss excerpts of selected literary artists (such as Aimée Césaire, Jacques Prévert, Victor Hugo, Guy de Maupassant, Anne Hébert)

Program Goal 4—COMPARISONS

Culture

- compare travel practices in the U.S. and France
- compare and contrast parent-child relationships and child rearing practices
- compare and contrast dwellings
- explain selected examples of cross-cultural misunderstandings

Language

- compare proverbs vis-à-vis language and perspective
- identify regional and national dialects, written vs. spoken language

Influence

- describe the influence of French thinkers on the formation of the U.S. government

Program Goal 5—COMMUNITIES

- interview a local French speaker on selected cultural practices and social issues
- collect and analyze published articles reporting current events in France
- gather information on student exchange or work/study abroad programs

German

LEVEL I - Novice

I. COMMUNICATION

Sample Functions	Context	Text Type
Students develop the ability to:	Students use the language when:	Students can:
• greet and respond to greetings • introduce and respond to introductions; engage in conversations • express likes and dislikes • make requests • obtain information • understand some ideas and familiar details • begin to provide information	• speaking, in face-to-face social interaction • listening, in social interaction and using audio and video texts • reading, using authentic materials, e.g., menus, photos, posters, schedules, charts, signs, and short narratives • writing notes, lists, poems, postcards, and short letters	• use short sentences, learned words and phrases, and simple questions and commands when speaking and writing • understand some ideas and familiar details presented in clear, uncomplicated speech when listening • understand short texts enhanced by visual clues when reading

Content

Course Levels I and II often include some combination of the following topics: greetings/farewells, numbers, origins, transportation, school, sports/hobbies, seasons, weather, family, home, appearance, school supplies/subjects, homework/grades, likes/dislikes/favorites, clothing, colors, shopping, foods and customs, household chores, pets, animals, size, health, quantities, landmarks, directions, free time, preferences, telephone etiquette, birthdays, holidays, gifts, buildings, cultural and historical figures, places and events, travel, professions and work, restaurants and other establishments, and metric measurements.

II. CULTURES

Practices

- demonstrate understanding of the importance of friendship, greeting behaviors, leisure activities
- examine family life: daily activities, family social events, daily meals and holidays
- explain the significance of school and education, time spent in classes, types of diplomas

Products

- examine the importance of family
- describe food purchases, preparation
- understand the significance of leisure activities: movies, sports, video games
- describe the importance of school schedules, course offerings and grading practices

III. CONNECTIONS

Health

- evaluate customary German dietary practices

Physical Education

- describe special games, sports, activities and folk dances

Geography

- obtain information about selected German regions and major features of German locations, surrounding countries, major cities and regions

IV. COMPARISONS

Culture

- compare dietary practices used in Germany to the practices in the U.S.
- compare/contrast favorite sports
- compare and contrast school schedules, class offerings and other aspects of the educational system

Language

- recognize differences between the German and English alphabet, and letter-sound correspondence

Influence

- recognize that many words in both English and German are derived from Old German

V. COMMUNITIES

- identify extracurricular school and community events for German students
- locate and visit German restaurants, festivals and foreign film outlets
- identify nations/regions where German is widely spoken

LEVEL II - Novice

I. COMMUNICATION

Function

Students expand their ability to perform all the functions developed in Level I. They also develop the ability to:

- make requests
- express their needs
- understand and express important ideas and some detail
- describe and compare
- use and understand expressions indicating emotion

Context

Students use the language when:

- speaking in face-to-face social interactions
- listening, in social interaction and using audio or video texts
- reading using authentic materials, e.g., short narratives, advertisements, tickets, brochures, and other media
- writing letters and short guided compositions

Text Type

Students can:

- use and understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking and listening
- create simple paragraphs when writing
- understand important ideas and some detail in highly contextualized authentic texts when reading

Content

Course Levels I and II often include some combination of the following topics: Greetings/farewells, numbers, origins, transportation, school, sports/hobbies, seasons, weather, family, home, appearance, school supplies/subject, homework/grades, likes/dislikes/favorites, clothing, colors, shopping, foods and customs, household chores, pets, animals, size, health, quantities, landmarks, directions, free time, preferences, telephone, birthdays, holidays, gifts, buildings, cultural and historical figures, places and events, travel, professions and work, restaurants and other locations, and metric measurements.

II. CULTURES

Practices

- explain the importance of family and friends
- show knowledge of culturally appropriate use of communication, telephone calls, letterwriting
- demonstrate how to accept invitations
- describe commercial practices (courtesy, purchasing formulas)
- explain attitudes toward work (specialization, gaining expertise)

Products

- describe commercial practices: arrangement and classification of specialty shops
- obtain information about public transportation
- explain the money system

III. CONNECTIONS

Mathematics	• demonstrate familiarity with the money system, conversion of clothing sizes
Social Studies	• describe city planning, famous landmarks
Geography	• expand knowledge of physical and economic geography, discussing agricultural/industrial products
History	• show understanding of selected historical periods and significant cultural figures (bring in figures)

IV. COMPARISONS

Culture	• compare/contrast commercial establishments, small specialty shops vs. supermarkets and malls • city planning practices, e.g., public transportation, town square, centralized commercial centers vs. suburbs, technology applications • compare and contrast the monetary system of Germany to the American system
Language	• demonstrate awareness of the structural features in German from those of the student's first language (placement of direct object and indirect object.)
Influence	• list and define German words used in English

V. COMMUNITIES

- engage in written correspondence via e-mail, letter writing, pen pals
- describe professions where German is used or is helpful
- contact consulates and governmental agencies to obtain information about the country, e.g., economics, culture

LEVEL III - Intermediate

I. COMMUNICATION

Function

Students expand their ability to perform all the functions developed in levels I and II. They also develop the ability to:

- clarify and ask for and comprehend clarification
- express and understand opinions
- narrate and understand narration in the present, past, and future
- identify, state, and understand feelings and emotions

Context

Students use the language when:

- speaking, in face-to-face social interaction and in simple transactions on the phone
- listening in social interaction and using audio or video texts
- reading short stories, poems, essays, and articles
- writing journals, letters, and essays

Text Type

Students can:

- use strings of related sentences when speaking
- understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners when listening
- create simple paragraphs when writing
- acquire knowledge and new information from comprehensive, authentic texts when reading

Content

Content includes cultural, personal, and social topics such as:
locations, historic areas, travel, youth hostels, cultural landmarks, health/illness, German school system, appearances, media, newspapers, advertising, environment, cultural, literature, current affairs, career choices, and social and political issues.

II. CULTURES

Practices

- explain the importance of family, friends, parent/child relationships
- describe typical leisure activities, including vacations/travel
- gather information on teen attitudes toward life goals

Products

- describe the home: furniture, decor, family heirlooms, size of dwellings
- investigate vacation travel facilities (rail, air travel, youth hostels and hotels)
- identify cultural symbols used for marketing: advertising and publicity in the German society, newspapers, billboards, kiosks
- show acquaintance with selected artists, writers, poets

III. CONNECTIONS

Government	• discuss current events, such as national elections
History	• present German views on contemporary issues - environment, immigrants, teenage unemployment, future for teens
Social Studies	• acquire an overall understanding of all historic eras (pre-history to contemporary times)

IV. COMPARISONS

Culture	• compare travel in the U.S. and Germany, youth hostels, camping, travel by train, bicycle • describe similarities and differences of parent/child relationships in the U.S. and German-speaking countries • explain selected examples of cross-cultural misunderstandings • contrast cultures on the size of the home, furnishings, types of homes
Language	• compare proverbs vis-à-vis language and perspectives • identify variations in student's first language/and in German registers (e.g., regional vs. national dialects, language registers, written vs. spoken language form)
Influence	• discuss the influence of German music on American life

V. COMMUNITIES

- interview local German speakers on selected social issues (newspapers, magazine articles, reporting current events in the German language)
- gather information on student exchange or work/study/travel programs

LEVEL IV - Intermediate

Course Description

The emphasis of this sample course is on German culture and literature. Short stories, poetry, excerpts from various periods of literature, and current events are studied. At this level, emphasis is placed on independent reading, written expression, group products, and oral communication. Finer points of grammar are studied as aids to improving students' oral and written communication. Students are able to connect the German language with other disciplines, compare the German language to their own, and participate in multilingual communities at home and around the world.

I. COMMUNICATION

Function

Students expand their ability to perform all the functions developed in Levels I-III. They also develop the ability to:

- compare and contrast
- explain and support an opinion
- give and understand advice and suggestions
- initiate, engage in, and close a conversation
- hypothesize

Text Type

Students in German IV are able to:

- use simple discourse in a series of coherent paragraphs when speaking
- understand most authentic language when listening
- create a series of coherent paragraphs when writing
- acquire knowledge and new information from comprehensive, authentic texts when reading

II. CONTENT OF CULTURES, CONNECTIONS, COMPARISONS, AND COMMUNITIES- Suggested Timeline

First Six Weeks

- sports
- ecology
- environmental concerns
- free time

Functions Introduced in Context

- express enthusiasm/disappointment
- make suggestions/express preferences
- make wishes
- explain/justify
- make inquiries/give responses
- express concerns
- state feelings and emotions
- ask for and give opinions

Second Six Weeks

- relationships with family, friends, others
- ambitions of young people
- laws pertaining to young people
- media/newspaper

Functions Introduced in Context

- ask for information
- make inquiries/give responses
- make suggestions/express preferences
- hypothesize
- agree/disagree
- state feelings and emotions

Third Six Weeks

- spending money
- famous German-Americans
- men and women in professional life
- professions: dream and reality

Functions Introduced in Context

- make comparisons
- advise
- make suggestions/express preferences
- express determination/indecision
- make wishes

Fourth Six Weeks

- popular music
- advertising
- fashion
- humor

Functions Introduced in Context

- express opinions
- make comparisons
- make suggestions/express preferences
- reason
- explain/justify

Fifth Six Weeks

- societal changes
- modern life

Functions Introduced in Context

- report past events
- ask someone to take a stand
- reason
- express opinions
- make comparisons

Sixth Six Weeks

- culture and the arts
- festivals
- happenings after high school and beyond (future plans)

Functions Introduced in Context

- describe an occurrence
- express preferences
- express points of view
- state feelings and emotions
- express determination and indecision
- express importance and unimportance

Types of Resources

- maps, posters, and items such as foreign currency
- technology such as CD-ROMS, computer software, audio cassettes and videos
- periodicals, newspapers
- ancillary materials that accompany district-adopted textbooks
- variety of classroom realia
- Internet access so that students will be able to do research in German for the various topics addressed in the scope and sequence, classroom connection to establish German pen pals
- music

Types of Assessment

- portfolio assessment with a collection of writing samples and tape of speaking samples
- district-developed semester and end-of-year tests
- oral interviews conducted throughout the courses since Level I
- variety of oral assessments including dialogues, role-plays, presentations, debates, and storytelling
- variety of written assessments including dictation, cloze exercises, short answer, guided and free compositions, and essays
- journals/diaries
- research papers expanding on the 6-week topics

Japanese

LEVEL I - Novice

Course Description

Students will perform in Japanese at the novice-low to novice-mid proficiency levels. A comprehensive approach addresses not only oral proficiency, but also reading and writing. To satisfy reading and writing proficiency, students master the two Kana syllabaries: Hiragana and Katakana. A general introduction to Japanese culture is also integrated throughout the course.

I. COMMUNICATION

Content/Culture

- self
- family
- time
- school/classroom
- food
- clothing
- colors
- numbers

Function

Students utilize these functions:

- use formulaic expressions
- give instructions
- describe things
- tell time
- express relative time
- identify things
- express existence
- express quantity
- make plans
- express likes and dislikes
- make requests
- make suggestions
- obtain information
- respond to commands

Text Type

The kind of language students will produce:

- use memorized words and phrases
- use appropriate honorifics to the degree learned

Accuracy

Level I students at the Novice level:

- satisfy partial requirements for basic communicative exchanges by relying on learned utterances
- demonstrate culturally acceptable use of language within controlled Level I functions

Reading Proficiency

- recognize key elements of the written text
- scan for gist

Quantity of Characters

- 48 Hiragana and Katakana characters
- approximately 25 Kanji characters

Text type

- decode Hiragana and Katakana using authentic text

Writing Proficiency	Quantity of Characters	Text type
• write Hiragana and Katakana characters • produce text equivalent to what can be expressed orally	• 48 Hiragana and Katakana characters • approximately 25 Kanji characters	• reproduce memorized Kanji • use a word processor to produce memorized Kanji via recognition • write information such as a short descriptive paragraph or a personal letter

II. CULTURES

Practices

- demonstrate knowledge of meals, household behavior, and bathing
- show understanding of the significance of proper greetings and leave-taking
- demonstrate understanding of cultural change and stereotypes
- show the importance of different forms of oral, aural, and written communication through appropriate usage
- use culturally appropriate gestures and body posture
- explain the significance of classroom discipline
- describe the educational system
- explain the significance of self and family in the Japanese culture

Products

- demonstrate usage of utensils used for dining and bathing
- show how to exchange artifacts during greetings and leave-taking
- discuss types of clothing worn during work, school, and leisure

III. CONNECTIONS

Art

- demonstrate paper ornamentation, calligraphy, and flower arrangement

Home Economics

- explain Japanese household furnishings, appliances, and diet

Social Studies

- identify major geographical features of Japan
- explain aspects of the social structure of Japan

IV. COMPARISONS

Practices

- recognize difference in oral and written communication between Japanese and English
- relate similarities in oral and written communication of Japanese and English
- contrast Japanese household behaviors related to dining, lifestyle, and bathing to that of one's own culture
- compare culturally appropriate gestures in Japan and the United States (nationally) and in one's own region
- compare practices in classroom environment including education system between Japan and the United States
- compare familiar relationships in Japan with that of one's own family

Products

- compare compositions of meals with those that exist in one's own environment
- compare environment of a Japanese home with one's own household
- compare religious symbols and artifacts of Japan and those existing in the United States
- compare artifacts of leisure and artistry of Japan with those existing in the United States
- contrast clothing worn during work, school, and leisure in Japan with that worn in the United States (nationally) and in one's own region

V. COMMUNITIES

- participate in community cultural events associated with the promotion and celebration of Japan and/or the Japanese language
- invite a native of Japan in the community to share his/her experiences and talents with students
- invite business people and educators with relationships to Japan to share their experiences and ideas with students
- communicate with Japanese students using computer technology such as e-mail

LEVEL II - Novice

Course Description

Performance at the novice-high level will be demonstrated in oral and written communication. Written communication will be slightly less proficient than oral communication, though most written communication will still be based on what a student can do orally. Oral and written tasks will integrate those topics in Level I with geography, friends, weather, seasons and animals/pets. Consistent with the Level I and Level II topics, students begin to negotiate conversation and display awareness of socio-cultural appropriateness. In the area of written communication, exposure to and utilization of Kana (Hiragana and Katakana) continues. Approximately 25 - 50 Kanji (Chinese characters) are also introduced.

I. COMMUNICATION

Content/Culture

- Geography
- Friends
- Weather
- Seasons
- Animals/Pets

Function

Students utilize functions from Level I and the following:

- express geographic locations
- give/seek/follow directions
- report events
- describe things
- express preferences
- provide information
- describe and compare
- make requests
- express needs

Text Type

The kind of language students will produce:

- use learned words and phrases
- use appropriate honorifics as learned

Accuracy

Level II students at the Novice level:

- communicate questions effectively in the productive mode
- understand the main ideas in the receptive mode
- display awareness of socio-cultural appropriateness

Reading Proficiency

- recognize key elements
- scan for gist

Quantity of Characters

- includes Hiragana, Katakana, and Kanji characters from Level I
- add approximately 25 Kanji characters

Text type

- decode all Hiragana and Katakana
- read isolated words and phrases
- decode variety of printed fonts and handwriting

Writing Proficiency	Quantity of Characters	Text type
• write characters • produce text	• includes Hiragana, Katakana, and Kanji characters from Level I • add approximately 25 Kanji characters	• write all Hiragana and Katakana characters • produce known Kanji legibly, with correct attention to stroke order

II. CULTURES

Practices	• explain the significance of geography on local customs, diet, and celebrations • describe some of the significance of geography on national development • describe some of the significance of weather on local customs, celebrations, and conversational topics • demonstrate understanding of the importance of age and gender in communication • describe seasonal activities and celebrations • identify seasonal symbols • produce Haiku with culturally appropriate characteristics • identify the role that animals play in Japanese mythology and contemporary culture
Products	• explain how utensils used daily are determined by geography and weather patterns • describe types of clothing worn during seasonal activities and celebrations • identify religious symbols and artifacts designed for seasonal activities, celebrations, and holidays

III. CONNECTIONS

World Geography	• explain local customs, diet, and celebrations • investigate national development
English	• apply knowledge of idiomatic expressions, letter writing style, and poetry to English
Social Studies	• describe differences in cultural expectations by age and gender
Agricultural Economics	• recognize indigenous animals and agricultural development

IV. COMPARISONS

Practices

- recognize how differences in geography affect localities in Japan and the United States
- recognize how geography affects national development of Japan and the United States
- compare customs and practices related to weather in Japan with those in the United States
- compare customs with regard to age and gender in Japan with those in the United States
- compare the celebration of holidays and seasonal events in Japan and the United States
- compare roles that animals play in Japan with roles of animals in the United States

Products

- compare how food dishes and manufactured products are affected by geography in Japan and the United States
- contrast seasonal wear in Japan with that of the United States
- compare seasonal symbols of Japan with those existing in the United States
- compare origins of holidays and events in Japan with those observed in the United States
- compare animals indigenous to Japan and the North and Central American continents

V. COMMUNITIES

- participate in community events associated with the promotion and celebration of Japanese holidays and seasonal events
- have natives of Japan in the community share their local customs and traditions with students
- invite geologists and meteorologists to share their experiences and ideas with students
- communicate with Japanese students using computer technology such as e-mail

LEVEL III - Novice to Intermediate

Course Description

Performance will continue at the novice-high level, approaching intermediate-low. Oral and written tasks will integrate Level I and Level II topics with a wider array of communicative topics. Consistent with all topics, students negotiate conversations, engage in limited discourse, and demonstrate socio-cultural appropriateness. Students demonstrate an ability to recognize and produce an additional 25-50 Kanji (Chinese characters).

I. COMMUNICATION

Content/Culture

Includes topics from Levels I and II and the following:

- Home and community
- Japan and the world
- Leisure
- Means of communication
- Body and Health
- Rites of passage
- School and education
- Seasonal events
- Self, family, and friends
- Shopping
- Travel/transportation

Function

Students utilize functions from Levels I and II and the following:

- give evaluations
- describe sequences
- state abilities
- give explanations
- express supposition
- state intentions
- give directions
- express duration
- state purpose/reason
- follow directions
- express obligation
- report events in time
- describe past experience
- give permission
- express progressive action
- report speech
- express future events
- express wants and needs
- describe schedules
- express degree

Text Type

The kind of language students will produce:

- use learned words, phrases, and/or sentences
- use language appropriate for the audience
- produce sentence-level utterances at least 20% of the time where appropriate

Accuracy

Level III students approaching the intermediate level:

- communicate messages that are comprehensible to communicating partner(s) - some pronunciation errors or pauses which interfere with comprehension may be evident
- use grammar forms such as particles, predicate tenses, and politeness markers - forms may differ from norms of standard Japanese
- display awareness of socio-cultural appropriateness
- negotiate their message after no more than two repetitions

Reading Proficiency	Quantity of Characters	Text type
• recognize key elements • scan for gist • extract detail	• includes Hiragana, Katakana, and Kanji characters from Levels I and II • add approximately 50 Kanji characters	• decode memorized Kanji in letters, brief published articles, and web pages • identify key information in signs, schedules, advertisements, etc.

Writing Proficiency	Quantity of Characters	Text type
• write characters • produce text	• includes characters from Levels I and II • add approximately 25 Kanji characters	• write information such as paragraphs and personal letters • comfortably use a word processor to produce language known orally • reproduce known Kanji

II. CULTURES

Practices

- recognize various kinds of housing, stores, and public facilities that exist
- recognize various kinds of transportation systems that exist
- recognize various kinds of lifestyles and occupations that exist
- explain the importance and significance of past historical events on contemporary Japan
- describe cultural imports
- discuss activities of youth and interests of youth
- recognize different leisure activities and sports that exist
- identify development of technology in and by Japan
- explain respect for feelings and the human body
- discuss transition points in a teenager's life with regards to age, customs, ceremonies, milestones, and expectations
- discuss vacations and traveling customs of the Japanese
- describe shopping

Products

- explain the composition of housing, stores, and public facilities
- describe the transportation systems and stations
- identify the types of clothing worn during work, school, and leisure
- explain events and activities used to mark significant historical events
- discuss types of cultural imports
- identify electronic and natural artifacts utilized by youth during leisure time and sports competitions
- explain technological artifacts utilized in the home, at play, and at work
- identify religious symbols and artifacts designed for celebrations and holidays

III. CONNECTIONS

Social Studies

- examine Japanese lifestyles and occupations
- discuss cultural imports

Economics

- describe the technological and economic development

History

- describe important 20th century events in Japan
- explain significant pre-20th century periods

English

- use negotiation and discourse strategies

IV. COMPARISONS

Practices

- compare various kinds of housing, stores, and public facilities that exist in Japan and the United States
- compare various kinds of transportation systems that exist in Japan and the United States
- compare various kinds of lifestyles and occupations that exist in Japan and the United States
- compare importance and significance of past historical events that occurred in Japan and the United States
- compare the activities and interests of youth in Japan and the United States
- compare the significance of cultural imports in both countries
- compare various kinds of leisure activities and sports that exist in Japan and the United States
- compare the significance of technology development in Japan and the United States
- explain the importance of respect for feelings and the human body in both countries
- compare the shopping environments that exist in Japan and the United States

Products

- compare the composition of housing, stores, and public facilities in Japan and the United States
- compare the composition of transportation systems and stations in Japan and the United States
- compare types of clothing worn during work, school, and leisure in both countries
- compare the types of cultural imports such as language, diet, and manufactured products in Japan and the United States
- compare electronic and natural artifacts utilized by youth during leisure time in Japan and the United States

- compare artifacts utilized during leisure activities and sports competition in Japan and the United States
- compare technological artifacts utilized in the home, at play, and at work in Japan and the United States
- compare personal letters and invitations in Japan and the United States

V. COMMUNITIES

- participate in community events associated with the remembrance of Japanese/American conflicts
- invite natives of Japan in the community to share their experiences and talents with students
- ask business people and community leaders to share their experiences and ideas with students
- communicate globally through a Japanese web page

Latin

LEVEL I - Novice

Course Description

Latin I is the first course of a recommended three year sequence that focuses on the development of the student's ability to read Latin with comprehension. Students acquire an understanding of the influence of the Roman world on contemporary culture and also of their differences. Vocabulary and grammar are studied in the context of reading passages into which cultural information has also been integrated. Students learn how to pronounce Latin according to accepted conventions in order to read passages aloud or answer simple questions about passages or respond to classroom directions and commands. Word derivations and Latin word elements are also studied to expand the student's English vocabulary.

I. COMMUNICATION

Function

Students develop the ability to:

- read words, phrases, and simple sentences to obtain information
- comprehend simple written passages on familiar topics
- recognize in context vocabulary, inflections, and syntax appropriate at the novice reading level
- recognize and reproduce the sounds of Latin
- respond to simple questions, statements, or commands given orally in Latin
- write simple phrases and sentences in Latin using previously read text as a model

Context

Students can perform these functions:

- when reading model or practice sentences and simple passages
- when reading simple passages or stories for comprehension
- when reading sentences and passages of Latin aloud
- when responding to oral questions or statements about the content of passages
- when answering written comprehension questions
- completing cloze passages of Latin or writing simple sentences using a model
- after learning new vocabulary, grammatical structures, and syntax in context

Text Type

Students can:

- understand the main idea and most of the supporting details when reading short passages in Latin written on authentic cultural topics
- understand simple sentences, questions, and commands on familiar topics when listening
- use words, phrases, and simple sentences when speaking or writing

Content

Selections from adapted and authentic readings are used to achieve the goals from all five program areas. Content includes cultural, personal, and social topics such as archeology, art, civilization, daily life, dwellings, engineering, family, gender roles, geography, history, literature, religion, and other topics.

Accuracy

Students:

- comprehend most of the content of reading passages
- understand the important cultural content of reading passages

II. CULTURES

- students gain knowledge of the culture of the Greco-Roman world on specified topics through Latin and English readings
- students are able to demonstrate an understanding of the practices and products of the Roman world through the perspective of the early Empire

III. CONNECTIONS

- In Latin I the main disciplines that students connect with are geography, history, sociology, archeology, anthropology, mythology, and science
- students strengthen their vocabulary and reading skills in English
- students use technology to learn the Latin language and about Roman civilization

IV. COMPARISONS

- students recognize Latin word elements and use them to expand their English vocabulary
- students learn how to use Latin and English dictionaries for word study
- students understand Latin abbreviations, phrases, and mottoes in common use in the English language
- students begin to understand the influence of the Greco-Roman world upon Western Civilization and in particular the United States

V. COMMUNITIES

- students begin to identify in the community where Latin is used or where the influences of classical civilization are evident

LEVEL II - Novice

Course Description

The emphasis of Latin II is the continuation of the development of reading and comprehension skills. Students develop a deeper understanding of the similarities and differences between the Roman world and today's world. The learning of new vocabulary and more grammatical structures is emphasized as reading progresses to longer and more complicated passages. Oral Latin is still used to help students understand reading selections. Word studies continue to be an integral part of learning Latin.

I. COMMUNICATION

Function

Students expand their ability to perform all the functions developed in Latin I. They also develop the ability to:

- read and understand passages of Latin
- demonstrate reading comprehension by interpreting the meaning of passages which they have read
- read Latin aloud with accurate pronunciation, meaningful phrase grouping, and appropriate voice inflection, by imitating the models they have heard
- respond orally to questions, statements, commands, or other stimuli in Latin
- use their knowledge of vocabulary, inflections, and syntax to comprehend passages
- write phrases and sentences in Latin

Context

Students can perform these functions:

- when reading passages of Latin of increasing difficulty
- when reading aloud passages of Latin
- when answering written comprehension questions about a Latin passage
- completing cloze passages of Latin or writing sentences using a model
- after learning new vocabulary, grammatical structures, and syntax in context

Text Type

Students can:

- understand the main idea and most details when reading passages of Latin composed for acquisition of content and language skills
- understand the main idea and most details of reading passages adapted from the original authors
- understand sentences, questions, and commands on familiar topics when listening
- use words, phrases, and sentences when speaking or writing

Accuracy

Students:
- demonstrate an increasing knowledge of Latin vocabulary
- comprehend most of the content of reading passages of increasing difficulty
- understand the important cultural content of reading passages

Content

Adapted and authentic readings are used to achieve the goals from all five program areas. Content includes cultural, personal, and social topics such as archeology, art, civilization, daily life, dwellings, engineering, family, gender roles, geography, history, literature, religion, and other topics.

II. CULTURES

- students demonstrate a greater insight into the civilization and culture of the Greco-Roman world on selected topics through Latin and English readings
- students compare and contrast aspects of their own public and private lives to those of the Romans

III. CONNECTIONS

- students reinforce and further their knowledge of other disciplines through their study of classical languages. In addition to those listed in Latin I, the students connect with the disciplines of philosophy, military science, and engineering
- students strengthen their vocabulary and reading skills in English
- students use technology to learn the Latin language and about Roman civilization

IV. COMPARISONS

- students compare and contrast the language patterns and grammar of Latin to the structure and grammar of English
- students show the relationship of Latin words to their derivatives and cognates in English

V. COMMUNITIES

- students interact with community members who are involved in a variety of careers to understand how they have used their study of Latin

LEVEL III - Intermediate

Course Description

Latin III is the last course of the recommended three year sequence of study. Students continue to develop the skills of reading and comprehension as they read more and more passages of slightly adapted and authentic classical Latin. Students further refine their understanding of the Roman world and its influence on contemporary culture. Reading passages include selections of prose and poetry. Advanced grammatical forms, vocabulary, figures of speech, and culture are integrated into the development of reading. This course prepares students for the College Entrance Examination Board (CEEB) Latin Achievement Test.

I. COMMUNICATION

Function

Students expand their ability to perform all the functions developed in Latin I and II. They also develop the ability to:

- read and understand prose and poetry of selected authors with appropriate assistance
- interpret the meaning of the passages they read
- begin to interpret content and features of style
- demonstrate a knowledge of vocabulary, inflectional systems, and syntax appropriate for the Latin passages they read
- read Latin aloud with accurate pronunciation, meaningful phrase grouping, and appropriate voice inflection
- write phrases and sentences in Latin

Context

Students can perform these functions:

- when reading prose and poetry
- when reading aloud passages of prose and poetry
- when writing sentences
- after learning new vocabulary, grammatical structures, and syntax in context

Text Type

Students can:

- comprehend the main idea and most details when reading passages of prose and poetry composed for acquisition of content and language skills
- comprehend the main idea and most details when reading passages of prose and poetry adapted from the original authors
- comprehend the main idea and most details when reading passages of prose and poetry of selected authors
- understand sentences, questions, and certain quotations when listening
- use words, phrases, and sentences when writing or speaking

Accuracy

Students:

- demonstrate an increasing knowledge of Latin vocabulary
- comprehend most of the content of selected passages of Latin prose and poetry
- understand and explain the cultural content of selected passages

Content

Selected readings are used to achieve the goals from all five program areas. Content includes cultural, personal, and social topics such as archeology, art, civilization, daily life, dwellings, engineering, family, gender roles, geography, history, literature, religion, and other topics. Students make the transition from passages composed for language learning to adapted passages and finally to original passages.

II. CULTURES

- students demonstrate an extensive knowledge of Roman private and public life

III. CONNECTIONS

- students recognize and make connections with Latin terminology in certain fields such as the social sciences, mathematics, science, technology, medicine, philosophy, law, art, and music
- students reflect on the classical influence in political institutions, law, and history of their own culture
- students use technology to learn the Latin language and about Roman civilization

IV. COMPARISONS

- students demonstrate the ability to transfer their knowledge of Latin vocabulary and structure to their understanding of English

V. COMMUNITIES

- students participate in the community of classical scholars in cultural events, contests, lectures, and seminars

LEVEL IV Honors - Intermediate/Advanced

Course Description

Latin IV Honors focuses on the reading and study of Latin poetry. Students become knowledgeable about the conventions of Latin poetry and the individual styles of the authors studied. The students' knowledge and understanding of the Greco-Roman world continues to develop from the readings.

Students preparing for a variation of the College Entrance Examination Board (CEEB) Latin Advanced Placement (AP) Test may focus on poetry in this Level IV course. Options on the AP test include Vergil and Latin literature.

I. COMMUNICATION

Function	Context	Text Type
Students expand their ability to perform all the functions developed in Latin I, II, and III. They also develop the ability to: • read and understand the poetry of selected authors with appropriate assistance • recognize, explain, and interpret content and features of style of the authors read • demonstrate a knowledge of vocabulary, inflectional systems, and syntax appropriate to the authors read • identify and explain figures of speech and other poetical devices in context • read Latin poetry aloud with attention to the metrical structure • respond appropriately to more complex spoken and written Latin	Students can perform these functions: • when reading the selected passages of Latin poetry • when listening to short passages of poetry being read • when reading aloud selections of Roman poetry	Students can: • comprehend the main idea and details of the poetry studied • identify the meter and style of a poem studied; • read aloud familiar poetry • analyze and interpret the content, style, and poetical features of the poetry studied

Accuracy

Students:
- demonstrate an increasing knowledge of the vocabulary and grammatical forms
- comprehend and interpret selected poems of certain authors
- understand and explain the cultural content of certain poems

Content

Selected authentic readings are used to achieve these goals. Content includes cultural, personal, and social topics such as archeology, art, civilization, daily life, dwellings, engineering, family, gender roles, geography, history, literature, religion, and other topics.

NOTE: The College Board Acorn Book for the Latin Advancement Placement Exam will specify the poems or selected lines of poetry to be studied for the selected authors. Since these selections can vary slightly from year to year, teachers are advised to consult the most current Acorn Book.

II. CULTURES

- students demonstrate knowledge of an author, his genres, and literary period
- students explain the historical and literary context of familiar poetry
- students demonstrate a knowledge of Greco-Roman culture and civilization as they relate to the poetry read

III. CONNECTIONS

- students connect their knowledge of Latin poetry to their understanding of English and other poetry
- students demonstrate an enhanced ability to read, write, understand, and speak English based on the vocabulary and grammar of Latin
- students use technology to learn more about the authors being studied

IV. COMPARISONS

- students recognize the influence of Roman history, private and public life, art, and architecture on their own world and make comparisons and draw conclusions based on that knowledge
- students compare and contrast elements of literature, mythology, and philosophy of their own world with that of the ancient world

V. COMMUNITIES

- students use their knowledge of Latin to communicate within the student and adult community of classical language learners and scholars and to participate in related events

Spanish

LEVEL I - Novice

Course Description

This course integrates the five Program Goals of the *TEKS for LOTE*: Communication, Cultures, Connections, Comparisons, and Communities. It is a study of Hispanic language and culture incorporating the development of listening, speaking, reading, and writing within the five Program Goals. The main goal for this course is for students to progress towards a novice level ability in using Spanish in school and in the community.

Some material for the Spanish course outline was adapted from Omaggio, 1993
(see reference list for complete citation)

I. COMMUNICATION

Sample Functions

Students develop the ability to:

- greet and respond to greetings
- introduce and respond to introductions
- name/identify objects, people, places
- express likes and dislikes
- make simple requests
- obtain basic information
- understand some basic ideas from familiar material
- provide basic information
- express basic needs
- copy and transcribe simple material

Context

Students can perform these functions:

- when speaking, in face-to-face social interactions
- when listening, in social interaction with a sympathetic speaker or when using auxiliaries like audio or video texts
- when reading, using authentic materials, e.g., menus, photos, posters, schedules, charts, and signs
- when writing notes, lists, poems, postcards, and short letters

Text Type

Students can:

- use very short sentences, with simple learned words and phrases, and simple question and commands when speaking
- understand some ideas and familiar details presented in clear, uncomplicated speech when listening
- write using familiar words
- understand very short texts enhanced by visual clues when reading

Content

Levels I and II often include some combination of the following topics:

self identification
greetings and farewells
numbers
origins
transportation
school
hobbies
seasons
weather
family
home
appearance
school subjects
homework and grades
courtesy
expressions
clothing
colors
shopping
foods
customs
household chores
pets
animals
directions
free time
preferences
telephone etiquette
birthdays
holidays
gifts
buildings
cultural and historical figures
places and events
travel
professions
work
telling time
health

Accuracy

Students:

- list and give one and two word answers without much hesitation;
- communicate using memorized or highly familiar material;
- understand very basic information that is being communicated;
- demonstrate culturally acceptable behaviors for this level;
- write with frequent misspellings and grammatical inaccuracies.

II. CULTURES

Practices

- discuss the importance of friendships, greeting behaviors, and leisure activities
- learn about family life regarding daily activities, such as family social events, daily meal sharing, and holidays
- express the significance of education and time spent in classes
- express the importance of cultural and behavioral implications related to the country

Products

- identify the important products related to every day family life, such as food purchases and preparation
- state the significance of leisure activities, movies, sports, television, video games, and their place in family social events
- identify and explain the importance of school schedules, course offerings, and grading practices
- identify cultural symbols used for celebrations

III. CONNECTIONS

Health	• evaluate customary Hispanic dietary practices within Texas and Spanish-speaking countries
Physical Education	• describe special games, sports, leisure activities, and folk dances in relation to Hispanic culture
Geography	• obtain information about selected Spanish regions: geographical locations, topography, and important cities
History	• identify events in U. S. history where Hispanics made contributions
Fine Arts	• identify current Hispanics who have made contributions to the fine arts
Science	• identify current Hispanics who have made contributions to the sciences
Home Economics	• describe family meals for different occasions and corresponding cultural significance

IV. COMPARISONS

- compare dietary practices used in Spanish-speaking countries to the dietary practices in the United States
- compare/contrast favorite sports and fans' reactions at sporting events
- compare and contrast school schedules, course offerings, and other basic aspects of the educational systems
- recognize the differences between the Spanish and English alphabets, sound systems, and pronunciation
- compare punctuation and basic rules of capitalization of nouns

V. COMMUNITIES

- identify extracurricular school and community events held in the city, surrounding areas, and the state
- locate and visit Hispanic restaurants and Hispanic festivals
- locate movie rental outlets that have films in Spanish and use them as resources
- identify regions in the United States where Spanish is widely spoken

LEVEL II - Novice

Course Description

This course provides students with opportunities to continue developing their listening, speaking, reading, and writing skills within the five Program Goals of the *TEKS for LOTE*. Students continue to expand their knowledge of Hispanic language and culture. Students function at a novice-mid to novice-high level of proficiency, depending on their background, but they begin to show signs of intermediate-low level of proficiency.

I. COMMUNICATION

Sample Functions	Context	Text Type
Students expand their ability to perform all the functions developed in Level I. They also develop the ability to: • engage in simple conversations using learned material • comprehend information from familiar material • use and understand expressions indicating emotion • describe with some detail • select main ideas and key words in familiar material • write a simple paragraph using memorized material	Students can perform these functions: • when speaking, in face-to-face interactions • when listening, in social interaction and using audio or video texts • when reading, using authentic materials, e.g., advertisements, tickets, brochures, photos, and other media • when writing letters and short guided paragraphs	Students can: • use and understand learned expressions, sentences, and strings of sentences, questions and polite commands when speaking and listening • write simple paragraphs using familiar material • understand some details in highly contextualized authentic texts when reading

Content

Levels I and II often include some combination of the following topics:

self-identification
greetings and farewells
numbers
origins
transportation
school
hobbies
seasons
weather
family, home
appearance
school subjects
homework and grades
courtesy
clothing
colors
shopping
foods
customs
household chores
pets
animals
size
health
landmarks
directions
free time
expressions
preferences
telephone etiquette
birthdays
holidays
gifts
buildings
cultural and historical figures
places and events
travel
professions
work
restaurants

Accuracy

Students:

- demonstrate increasing fluency and control of very familiar material;
- comprehend basic information in listening and reading activities;
- write with frequent misspellings and inaccuracies;
- demonstrate culturally appropriate behavior for Level II functions;
- demonstrate understanding of idioms and use of formal and informal expressions;
- communicate successfully with sympathetic listeners when attempting to go beyond learned/memorized material.

II. CULTURES

Practices

- express importance of immediate and extended family
- understand communication skills and etiquette such as phone messages, letter writing, accepting and declining invitations
- understand how work ethic, honesty, and respect function in the Hispanic community
- understand financial responsibilities to family and friends

Products

- identify commercial products useful in everyday life and products that are geared towards Hispanics
- identify modes of public transportation, their purposes, and how they affect the environment
- identify modes of transportation and their use in everyday life

III. CONNECTIONS

Mathematics	• use math concepts for conversion of weights and measures
Architecture	• appreciate historic landmarks and identify characteristics of a landmark
Geography	• expand knowledge of physical and economic geography by discussing agricultural and industrial products
History	• identify historical periods and the development of certain cultural customs due to the effects of the period
Science	• understand the effects of society on the environment and vice versa
Business	• use technology applications in Spanish (use Spanish software to learn Spanish technology terminology and then develop and/or complete business forms and letters)
English Language Arts	• employ the reading and writing processes

IV. COMPARISONS

- compare and contrast commercial establishments, small specialty shops vs. supermarkets and malls, city planning practices (e.g., mass public transportation and the town plaza)
- compare and contrast how geographical locations have defined the cultural, economical, and social development of the people in the area
- compare purchasing practices (bartering vs. fixed prices)
- compare cultural behaviors

V. COMMUNITIES

- engage in written correspondence via e-mail, letter writing, pen pals
- list professions where Spanish is used or is helpful in the community
- contact consulates and government agencies to obtain general information about a Spanish-speaking country
- participate in cultural and educational events

LEVEL III - Intermediate

Course Description

This course continues to provide students with opportunities to work towards an intermediate level proficiency in speaking and listening as well as expand their reading and writing skills within the five Program Goals of the *TEKS for LOTE*. There is a more in-depth study of Hispanic culture and Spanish-speaking people throughout the world.

I. COMMUNICATION

Sample Functions

Students expand their ability to perform all the functions developed in Levels I and II. They also develop the ability to:

- understand the main ideas and some supporting detail in authentic texts
- can get into, through, and out of a simple survival situation
- identify, state, and understand expressed feelings and emotions
- create with the language
- transfer learned material to new situations
- write short messages and short compositions

Context

Students can perform these functions:

- when speaking, in face-to-face social interaction and in simple transactions on the phone
- when listening, in social interaction and using audio or video texts
- when reading short paragraphs and articles
- when writing journals, essays, and condensed novelettes

Text Type

Students can:

- use strings of related sentences when speaking
- understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners
- create some complex paragraphs when writing
- acquire knowledge and new information from comprehensive, authentic texts when reading

Content

Content includes cultural, personal, and social topics such as:

biographical information
origins/nationalities
historic areas
travel
cultural landmarks
health matters
customs

appearances
media
newspapers
advertising
environment
money matters
radio/television broadcasts

activities/hobbies
career choices
shopping/making purchases
restaurants/foods
lodging/living quarters
daily routine
school/work experiences
everyday events

Accuracy

Students:
- may need to hear items several times to interpret them accurately;
- have problems understanding speakers when they speak at a normal pace;
- generally use culturally appropriate behavior in social situations;
- are able to understand and retain most key ideas and some supporting detail when reading and listening;
- understand the main ideas, but misunderstand the finer points in reading passages;
- can express themselves using basic structures and vocabulary related to content areas listed;
- are understood by speakers dealing with second language learners;
- have good control of basic constructions with some errors still evident.

II. CULTURES

Practices	• recognize the importance of family, friends, parent/child relationships • express the importance of leisure activities, vacation/travel • understand teen attitudes toward parental advice and life goals
Products	• identify how the home, furniture, decor, family heirlooms, and size of dwellings are defined by different Spanish-speaking communities • understand cultural symbols used for marketing, advertising, and publicity in the Hispanic society • identify the Hispanic influence in newspapers, billboards, kiosks, etc.

III. CONNECTIONS

Government	• identify current events, local, state, and national elections
Social Studies	• discuss contemporary issues about the environment, immigrants, unemployment, and what the future holds for teens
Physical Education	• identify the lifestyles of healthy eaters • look at exercise and its effect on health
Science	• investigate illnesses that seem to be common among Hispanics and report findings
Business	• search for employment opportunities in the newspaper that require bilingual personnel • write personal résumé and letters of interest for jobs

IV. COMPARISONS

- compare travel in the United States and in Hispanic countries (learn about youth hostels, camping, modes of transportation, etc.)
- compare parent/child relationships (young children, teenagers, young adults)
- explain selected examples of cross-cultural misunderstandings
- compare the social rituals of baptisms, *quinceañeras*, weddings, etc.

V. COMMUNITIES

- interview local Spanish speakers on a variety of issues
- employ newspapers, magazine articles, and other media in the Spanish language to gather information on a variety of issues
- participate in Christmas caroling or other volunteer work in the community such as hospitals, nursing homes, children's homes, etc.

LEVEL IV - Intermediate

Course Description

This course continues to provide students opportunities to reach an intermediate level of proficiency in speaking and listening as well as expand their reading and writing skills. There is more in-depth study of Hispanic culture and civilization. This level is compatible with and can be offered as an AP language course.

I. COMMUNICATION

Sample Functions	Context	Text Type
Students expand their ability to perform all the functions developed in Levels I, II, and III. They also develop the ability to: • express simple descriptions in present, past, and future tenses using known vocabulary • develop flexibility in language production • understand a simple paragraph for personal communication, information, or recreational purposes • write letters, brief synopses • paraphrase and summarize	Student can perform these functions: • when speaking, in face-to-face social interactions and in simple transactions on the phone • when listening, in social interactions and using audio or video texts • when reading short paragraphs, articles, poems, brochures, essays, and condensed novelettes • when writing journals, letters, essays, and literary critiques	Students can: • use strings of related sentences when speaking • understand most spoken language in a variety of media (may have to be replayed depending on the difficulty of the message and the pacing) • create paragraph length information when writing • acquire knowledge and new information from comprehensive, authentic texts when reading

Content

Content includes cultural, personal, and social topics such as:

biographical information
origins / nationalities
historic areas
travel
cultural landmarks
health matters
customs
appearances
media
newspaper
advertising
environment
money matters
radio / television broadcasts
activities
hobbies
career choices
shopping
making purchases
restaurants
foods
lodging
living quarters
daily routine
school / work experiences
social and political issues
every day events
careers and professions

Accuracy

Students:

- may need to hear items several times to interpret them accurately;
- can sporadically use simple description and narration of present, past, and future time;
- writing is comprehensible to a native speaker used to reading Spanish by learners;
- read with sufficient comprehension to read simple authentic text, but misinterpretations still occur with complex language patterns or cultural misunderstandings.

II. CULTURES

Practices

- recognize the importance of family, extended family, *compadres* / sponsors, and friends
- understand cultural attitudes about the role of youngsters, teens, and young adults in their family and in society
- understand the role of men and women at home and in society

Products

- identify the Hispanic influence in a variety of media
- identify cultural symbolism behind the products produced by Hispanic men and women
- identify products that close the gender and age gap and their influences on the family

III. CONNECTIONS

Government

- identify current events in a variety of fields
- discuss contemporary issues in politics facing elected officials

Physical Education

- identify lifestyles that promote good health
- develop energy consumption charts that fit each individual

Science

- discuss the Mayan contributions to astronomy
- identify natural resources in the Hispanic World such as vegetation and tropical rain forests and their contributions to humanity

Mathematics

- identify the mathematical contributions of the Mayas to the number system

History

- identify the historical and cultural contributions of various indigenous tribes to the Hispanic World

IV. COMPARISONS

- compare the social rituals of baptisms, *quinceañeras*, weddings, funerals and their symbolism
- compare linguistic contributions to Spanish from other languages
- compare business and social etiquette

V. COMMUNITIES

- interview local Spanish speakers in a variety of public and business positions
- employ newspapers, magazines, and other media, including the World Wide Web, to gather information on a variety of topics of interest
- participate in community events that reflect Hispanic culture

Spanish for Spanish Speakers

LEVEL I - Novice

Course Description

This course integrates the five Program Goals of Communication, Cultures, Connections, Comparisons, and Communities. It incorporates the study of Hispanic language and culture and assists students in the understanding and appreciation of Hispanic culture. The main objective is to enrich the students' total language experience by building on the language proficiency they already possess. Their skills are enhanced according to the level of language proficiency of the student. The focus is on increasing students' ability to use Spanish flexibly for both formal and informal situations and on developing their literacy skills.

I. COMMUNICATION

Sample Functions

Students develop the ability to:

- greet and respond to greetings in a variety of social settings
- introduce and respond to introductions, formally and informally
- engage in conversations
- express likes and dislikes
- make requests
- obtain information
- understand some details
- begin to provide information
- identify main idea of a text and provide the literary elements

Context

Students use the language:

- when speaking, in face-to-face social interaction
- when listening, in social interaction and using audio or video texts
- when reading, using authentic materials, e.g., menus, photos, tickets, posters, charts, schedules, signs, short narratives, advertisements, and brochures
- when writing notes, lists, poems, postcards, and short letters

Text Type

Students can:

- use short sentences, learned words and phrases and simple questions and commands when speaking and writing
- understand some ideas and familiar details presented in clear, uncomplicated speech when listening
- understand short texts enhanced by visual clues when reading
- use idiomatic expressions to describe familiar aspects of daily life and culture

Content

Levels I and II often include some combination of the following topics:

- **the self:** family, friends, home, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals.
- **beyond self:** geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, professions, work, and literature.

Accuracy*

Students:

- communicate effectively with some hesitation and errors which do not hinder comprehension;
- demonstrate culturally acceptable behavior for Level I functions and beyond;
- understand most important information when performing novice-level tasks.

*The degree of difficulty of the activities will vary according to the students' level of proficiency.

II. CULTURES

Practices	• describe the extended and immediate family, friends, parent/child relationship • describe leisure activities • identify cultural and behavioral implications related to courtesy • explain historical and mythological literature, oral and written legends that impact one's behavior • describe herbs and rituals in relation to health
Products	• describe cultural symbols used for historical or religious celebrations • explain cultural rituals affecting the behavior and responsibilities of an individual • describe cultural behaviors observed with friends, family, co-workers, community • show understanding of cultural artifacts, art, music, dances • identify practices of *curanderismo*, superstition, religious festivities • read sample literature, newspapers, and/or magazines • describe exports from Spanish-speaking countries

III. CONNECTIONS

Health	• describe dietary practices, medicinal herbs, native practices
Social Studies	• learn basic geography, history, sociology, and politics of Spanish-speaking countries • identify and study various aspects of Spanish-speaking areas of the U.S.
English	• improve skill in writing compositions and letters • improve skill in reading literature, prose, and poetry • improve skill in accessing information through newspapers and magazines
Business Education	• investigate the need for and use of Spanish for marketing, advertisement of products, brochures, imports/exports
Fine Arts	• use Spanish to explore aspects of music, art, dance, and theater

IV. COMPARISONS

- compare dietary practices in Spanish-speaking countries with Hispanic practices in the United States
- compare dietary practices of Hispanic culture to those of other cultures in the United States
- recognize differences in writing and oral communication practices of Spanish and English
- compare leisure activities of Spanish-speaking communities with those in the United States
- compare religious ceremonies of Hispanic culture with those of other cultures in the United States
- compare idiomatic expressions used in English and in Spanish (Example: *dichos*, proverbs, etc.)

IV. COMMUNITIES

- identify cultural events taking place in the community
- participate in cultural or educational events in the community
- visit restaurants, participate in festivals, or religious ceremonies
- identify events related to literature, the fine arts, and culinary demonstrations

LEVEL II - Novice

Course Description

This course continues to stress the development of Spanish language skills which students already possess and assists them to refine these skills by understanding when and where dialectal usages are appropriate in oral and written communications. Students in the second level Spanish for Spanish Speakers course are likely to be functioning more and more in the Intermediate range. This course also helps students to understand and appreciate Hispanic culture.

I. COMMUNICATION

Sample Functions	Context	Text Type
Students expand their ability to perform all the functions developed in Level I. They also develop the ability to: • make requests • express their needs • understand and express important ideas and some detail • describe and compare • use and understand expressions indicating emotion	Students use the language: • when speaking, in face-to-face social interaction • when listening, in social interaction and when using audio or video texts • when reading, using authentic materials, e.g., narratives, advertisements, brochures, and other media • when writing short letters and short guided compositions	Students can: • use and understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking and listening • create simple paragraphs when writing • understand important ideas and some details in highly contextualized authentic texts when reading • understand and identify literary elements • identify and observe cultural behaviors

Content

Levels I and II often include some combination of the following topics:

- **the self:** family, friends, home, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, pets and animals, dialects, and idiomatic expressions.
- **beyond self:** geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work, implications of cultural behaviors when using idiomatic expressions, dialects, colloquialisms, and formal and informal language.

Accuracy*

Students:

- demonstrate increasing fluency and control of vocabulary;
- show no significant pattern of error when performing Level I functions;
- communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Level II functions;
- understand oral and written discourse, with few errors in comprehension when reading;
- demonstrate culturally appropriate behavior for Level II functions;
- demonstrate understanding of idioms, colloquialisms, formal and informal expressions.

*The degree of difficulty of the activities will vary according to the students' level of proficiency.

II. CULTURES

Practices

- explain immediate and extended family relationships
- observe cultural behaviors in relation to elders, extended family, and financial responsibilities
- describe the significance of school and education as well as grading practices
- describe the importance of family life regarding daily activities, family, social, and educational events, dining practices, and celebration of holidays and/or religious events

Products

- demonstrate communication behaviors that reflect the presence of elders or highly respected individuals
- explain the financial responsibilities within immediate and extended family
- describe expectations and high regard for education
- explain how to make food purchases and describe dietary practices
- describe the use of medicinal herbs
- experience the fine arts of Hispanic cultures, such as folkloric dancers, music, literature
- describe commercial practices (purchasing and marketing, courtesy, bartering, formal correspondence)
- examine attitudes toward money, time, children, teenagers
- describe attitudes toward courtship and marriage
- describe attitudes toward personal hygiene and the use of beauty and hair products

III. CONNECTIONS

Mathematics	• conversion from the U.S. measurement and weight system to the metric system, such as conversion of shoe and clothing sizes
Science	• identify the physical environment conducive to growing medicinal herbs; show familiarity with chemicals which can help grow these herbs • describe the environment and its effect on society
Art	• identify fine arts and literary figures originally from Spanish speaking countries
Social Studies	• identify geographical sites where famous people were born as well as their influence on the rest of the world • describe behavioral practices regarding family, friends, community, church, government, work ethic • explain historical figures and events which might have influenced the United States
English Language Arts	• identify Spanish vocabulary words used in the English language • use appropriate composition and correspondence techniques and practices

IV. COMPARISONS

- compare purchasing practices (bargaining without insulting)
- identify commonalities and differences in public transportation, commercial centers vs. boutiques, *casa de regalos*, etc.
- compare and contrast idioms, colloquialisms, composition techniques, literary styles, educational systems
- compare and contrast food preparation, dietary preferences, medicinal practices, religious and cultural festivities, holidays
- compare and contrast cultural behavior of Hispanics to the rest of the United States population, and to people in Spanish-speaking countries
- compare intonation and pronunciation of Spanish to English; compare grammatical syntax, mechanics, formality, etc. of Spanish to English (exclamation marks, adjective noun to noun adjective, formal and informal correspondence)

V. COMMUNITIES

- engage in written communication with pen pals, businesses, friends, family
- engage in oral communication with Spanish-speaking community members
- participate in cultural and educational events
- volunteer to interpret or translate at community meetings

LEVEL III - Intermediate

Course Description

This course provides additional opportunities for the enhancement of all language skills. It is a study of Hispanic language, culture, and history incorporating language skills and grammatical concepts. The main objective of this course is to continue building on the skills the students already possess by providing opportunities to expand their grammatical literacy, as well as social, communicative, and functional concepts identified with Spanish for Spanish speakers. These students will function comfortably in the Intermediate level, with some students showing some Advanced level abilities.

I. COMMUNICATION

Sample Functions

Students expand their ability to perform all the functions developed in Levels I and II. They also develop the ability to:

- clarify and ask for clarification
- express and understand opinions
- narrate and understand narration in the present, past, and future
- identify, state, and understand feelings and emotions

Context

Students use the language:

- when speaking, in face-to-face social interaction and in simple transactions on the phone
- when listening in social interaction and using audio or video text
- when reading short stories, poems, essays, articles, and short novels
- when writing journals, letters, literary critiques, and brochures

Text Type

Students can:

- use paragraph length speech
- understand spoken language in a variety of media by a variety of Spanish speakers
- create a series of paragraphs when writing
- acquire knowledge and new information from comprehensive, authentic texts when reading

Content

Content includes cultural, personal, and social topics such as:

- history, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in these fields
- the environment, social issues, and political issues
- career choices

Accuracy*

Depending on the level of proficiency, some students:

- tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning (students may also fall back on non-standard vocabulary to circumlocute); others can engage in conversations with few errors and use a wide range of vocabulary;

- generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and grasping for words, as well as patterns of mispronunciation and intonation; others can express their knowledge of familiar topics without patterns and errors;
- generally use culturally appropriate behavior in social situations;
- are able to understand and retain most key ideas and some supporting detail when reading and listening; others can expand key ideas and apply those to their daily life.

*The degree of difficulty of the activities will vary according to the students' level of proficiency.

II. CULTURES

Practices	• discuss the importance of immediate and extended family relationships • describe leisure activities, vacation/travel, *tardeadas, tertulias* • discuss teen attitudes toward life goals • give examples of humor in all aspects of life • demonstrate understanding and practice of subtle cultural behaviors • describe the cultural perspective behind certain celebrations (e.g., weddings, funerals, wakes) • explain attitudes toward material acquisitions
Products	• describe the home: furniture, decor, family heirlooms, size of dwellings • explain options in vacation travel facilities (rail, air travel, youth hostels, and hotels) • identify and explain cultural symbols used for marketing: advertising and publicity in Hispanic society, newspapers, billboards, pamphlets • experience the works of selected artists, writers, poets, • describe language differences: idioms, proverbs, riddles, colloquialisms • describe and explain culturally-determined behaviors: gender roles, body language, spatial variances

III. CONNECTIONS

Government	• discuss current events: national elections, notable artists
History/Social Studies	• debate contemporary issues: environment, immigration, unemployment, future for teens • present an overall view of important historic eras
English Language Arts	• show appropriate use of various dialects, colloquialisms, idioms, and grammar

IV. COMPARISONS

- compare travel in the U.S. and in Spanish-speaking societies: youth hostels, camping, travel by train, bicycle, hitchhiking, etc.
- describe characteristics of parent/child relationships in the U.S. and in Spanish-speaking societies
- practice formal and informal communication
- identify and explain cross-cultural misunderstandings
- debate contemporary issues
- compare proverbs, idioms, and colloquialisms
- examine variations in student's language/and in Spanish-speaking societies (e.g., regional vs. national dialects, language registers, written vs. spoken language form)
- identify and explain false and true cognates in Spanish and English

V. COMMUNITIES

- interview local Spanish speakers on a variety of social issues (use newspapers, magazine articles, news reports on current events in Spanish to identify issues)
- gather information on student exchange or work/study/travel abroad programs
- participate in community events conducted totally in Spanish
- speak and present in community social and religious events
- participate in cultural and educational events related to Spanish language and/or culture

Spanish/FLES

LEVEL I - Novice

Course Description

Students who enroll in a sequential Spanish class in elementary school will receive instruction in Spanish every year from either PreK through sixth grade (minimum of three sessions weekly) or fourth through sixth grade (daily instruction). Students will complete Level I Spanish by the end of sixth grade.

Although the *TEKS for LOTE* for Elementary Spanish are the same as those for a Spanish I course at the middle school or high school level, care must be taken to ensure that the activities and materials used for instruction are appropriate to the developmental and interest level of elementary school students. Content is selected from the grade level curriculum, identifying content appropriate for the students' language skills.

ELEMENTARY SPANISH FLES MODEL: GRADES PreK-6

Program Goal 1—COMMUNICATION

Sample Functions

Students develop the ability to:

- greet and respond to greetings
- introduce and respond to introductions
- engage in conversations
- express likes and dislikes
- make requests
- obtain information
- understand some ideas and familiar details
- begin to provide information

Context

Students can perform these functions:

- when speaking, in face-to-face social interaction
- when listening, in social interaction and using audio or video texts
- when reading, using authentic materials, e.g., menus, photos, posters, schedules, charts, signs, and short narratives
- when writing notes, lists, poems, postcards, and short letters

Text type

Students can:

- use short sentences, learned words and phrases, and simple questions and commands when speaking and writing
- understand some ideas and familiar details presented in clear, uncomplicated speech when listening
- understand short texts enhanced by visual clues when reading

Accuracy

Students :

- communicate effectively with some hesitation and errors which do not hinder comprehension;
- demonstrate culturally acceptable behavior for Level I functions;
- understand most important information.

Sample Topics

colors
numbers
days / dates / months
time
schedules
food and customs
family
friends
home
health
school
leisure activities
likes and dislikes
shopping
clothes
prices
size and quantity
pets and animals
geography
topography
directions
buildings and monuments
weather and seasons
symbols
cultural and historical figures
places and event
transportation
travel
professions and careers

Sample Activities

- Students listen to a description of the school building and write on a map the names of the main rooms.
- Students bring a photograph or draw a picture of their family pet and describe the pet to a partner. They then write several sentences under the photograph or picture and post it on the class bulletin board.
- Students read a TV program guide, write the names and times of three shows that they would like to watch, and discuss the shows with a partner, stating why they want to watch the shows.
- Students interview classmates to determine their likes and dislikes on a particular topic.

Program Goal 2—CULTURES

Students gain knowledge and understanding of the cultures of Spanish-speaking countries.

Sample Activities

- Students write letters or e-mail messages to Spanish-speaking pen pals, asking for information about the pen pals' school and family.
- Students read a legend from a Spanish-speaking country and produce a skit retelling the legend.

Program Goal 3—CONNECTIONS

Students use Spanish to make connections with other subject areas and to acquire information.

Sample Activities

- Students measure distances on a map of South America with place names in Spanish.
- Students read and discuss an event from the Texas Revolution from a Mexican history text.
- Students identify the planets, learn their order, calculate and chart their diameters, set up models across one wall depicting their relative distances apart, discuss their climates, and make comparisons of size.
- Students describe animals native to their environment, identify and chart their habitats, describe their diet, and group them on charts according to various criteria.
- Students identify the basic food groups, design healthy meals, track their own food intake for one week, and compare their diet with that of people in other countries

Program Goal 4—COMPARISONS

Students develop insights into the nature of language and culture by comparing their own language and culture to the cultures of Spanish-speaking countries.

Sample Activities

- Students develop lists of English-Spanish cognates for various topics.
- Students produce posters depicting the customs for celebrating a holiday in the United States and in various Spanish-speaking countries.

Program Goal 5—COMMUNITIES

Students participate in communities at home and around the world by using Spanish.

Sample Activities

- Students take part in a community celebration (i.e. *el día de las madres, las posadas, 16 de septiembre, cinco de mayo*).
- Students host visitors from Spanish-speaking countries.

Appendix D

Language Specific Progress Checkpoints: Classical Languages

The essential knowledge and skills acquired by students learning a classical language will be somewhat different from those of the modern languages. Communication in a classical language is through the written messages that have come from the ancient world. Those messages, whether in the form of epic poetry or graffiti, are the major lines of communication with the ancient Greeks and Romans. Reading, then, is the key to communicating with the ancient world and the primary skill developed in learning a classical language. In addition, students should acquire appropriate listening, speaking, and writing skills to enhance the development of reading skills and to improve their comprehension of ancient texts.

Since the Progress Checkpoints for classical languages may contrast greatly with modern languages, the Framework provides an adaptation of the Progress Checkpoints for students of Latin and Greek.

Some adapting of the *Texas Essential Knowledge and Skills for Languages Other than English* will be necessary for the classical languages. Teachers and curriculum developers will find it very helpful to refer to the *Standards for Classical Language Learning*. These standards were developed as a collaborative project of the American Classical League and the American Philological Association with assistance from Regional Classical Associations. Sample course descriptions for Latin I-IV are in Appendix B.

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Novice

The novice learner of classical language, when dealing with familiar topics, should:

- read short passages from specifically prepared material, comprehending main ideas and most supporting details;
- demonstrate an understanding of the importance of knowing the components of language, including grammar, for the comprehension of passages written for language learning;
- understand sentence-length speech, including recombinations of learned material, particularly where the content is related to textual or specially prepared materials;
- satisfy classroom needs by using words, phrases, and sentences appropriately, expanding learned expressions through simple recombinations;
- write dictation and learned expressions, including some recombinations of familiar material; and
- demonstrate knowledge and understanding of classical culture on selected topics.

Most students will reach novice proficiency by the end of Level II.

Intermediate

The intermediate learner of classical language, when dealing with familiar material, should:

- read and comprehend main ideas and most facts from adapted texts of prose and/or poetry;
- use the components of language, including grammar, to comprehend adapted texts;
- comprehend short, simple texts read aloud, particularly where context strongly supports understanding;
- perform a limited number of spoken tasks in classroom situations; and
- demonstrate knowledge and understanding of classical culture on selected topics.

Many students will enter the intermediate proficiency checkpoint by the end of Level III or during Level IV.

Appendix C

Multiple Intelligences and Instructional Strategies[1]

Multiple Intelligences	Student Characteristics	Examples of Instructional Strategies for the LOTE Classroom
Verbal/Linguistic	likes reading, speaking, and writing, learning about language, playing with words in puns and puzzles	students read stories, write letters, role-play conversations
Logical/Mathematical	enjoys solving problems, doing calculations, experiments, and devising questions	students collect and analyze statistical data on how peers spend leisure time in their own culture and the target culture
Kinesthetic	likes to exercise, move around the classroom	students manipulate objects whose names they are learning and follow commands
Visual/Spatial	communicates and learns visually, likes to make illustrations, maps, designs, patterns, charts	students draw maps and make illustrations of neighborhood in the target culture

Multiple Intelligences	Student Characteristics	Examples of Instructional Strategies for the LOTE Classroom
Musical	enjoys singing and playing instruments, listening to music, rhythmic games	students acquire language through songs, rhymes, and finger plays in the language
Intrapersonal	prefers to work alone, sets personal goals, thinks deeply, quiet and introspective	students compare and contrast experiences of a pen pal with their own
Interpersonal	likes to work in groups, is a good mediator, senses other people's emotions	students interpret language and gestures in cross-cultural communication
Naturalistic	loves to explore the outdoors, interested in and able to recognize and/or distinguish subtle differences among living things	students go on nature field trips and write about their experiences in a journal, categorize parts of the natural world

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[1] This chart was adapted from a similar chart found in the *Massachusetts World Languages Curriculum Framework* (see reference list for complete citation).

Advanced

The advanced learner of a classical language, when reading the works of certain authors, should:

- read and comprehend selected authentic texts of prose and poetry; and
- demonstrate knowledge and understanding of the cultural content of selected readings of authentic texts.

Listening, speaking, and writing may still be used to reinforce the skill of reading. Some students, particularly those who successfully complete an AP or IB course, will exhibit functions of the advanced proficiency level by the end of Level IV. Many other students will demonstrate advanced proficiency skills during Level V or VI.

Appendix E

Sample Lesson Plan: 90 Minute Block

"Block scheduling rests on the premise that it would give teachers more instructional flexibility (Carroll 1990, Sizer 1990), reduce the fragmentation of the day, and allow teachers to adapt their instructional strategies to address the different ways in which students learn." (North Carolina Department of Public Instruction, 1996, p. 1) Many of the perceived gains in student achievement are more attributable to the change in the way that the teacher teaches, rather than as a direct effect of the organizational format. Since the *TEKS for LOTE* will lead teachers to make their lessons more meaningful and purposeful for students, it will be difficult to judge the impact of block scheduling alone on improving student achievement.

"Teaching and learning on a block schedule present many challenges to teachers and students alike," (North Carolina Department of Public Instruction, 1996, p. 7) including the sequencing for foreign language courses, the availability of courses, and the ongoing development of language proficiency. A key consideration is what to take out of the present curriculum, because students will not cover as much material as in traditional 55-minute classes. For curriculum and lesson planning, teachers must focus on the essential goals, which is where the *TEKS for LOTE* will be extremely useful.

Sample Lesson Plan for a 90-minute Block

When planning a lesson for a 90-minute block, it is essential to understand that it is not simply putting two days' lesson plans together. The entire flow of the 90-minute class is different from a 55-minute class. Considerations for planning for a longer block of instructional time include the following:

- plan ahead, use all of the ninety minutes and put each lesson in a context of total course development
- vary individual, small group, and whole class activities
- vary teacher roles including lecturer, facilitator, coach
- vary the pace of the lesson
- make sure transitions are smooth and logical
- use a variety of instructional materials
- use a variety of instructional approaches
- allow adequate time for warm-ups, transitions, and closure
- allow students adequate time to apply and practice language skills in meaningful contexts
- continually assess student progress informally and formally
- provide a variety of breaks, such as processing time, physical movement, and mental breaks
- have an additional activity prepared in case there is extra time

Here is a sample class lesson plan to see how these considerations influence the variety and order of class activities.

ACTIVITY	AMOUNT OF TIME
introduction/warm-up	5-10 minutes
introduction of new material	10-15 minutes
guided listening/speaking practice (whole group)	10-15 minutes
application and language practice (small group)	15-20 minutes
transition	5 minutes
integration of new material with previously learned material or an assessment activity	15-20 minutes
synthesis and closure	10 minutes

Appendix F

Suggested Materials for the LOTE Classroom

In addition to textbooks for all students and an instructor's edition of that textbook for the teacher, the following support materials enhance language acquisition in the LOTE classroom:

General Resources

- compact discs and player
- audio cassettes and player
- videos (instructional and cultural)
- instructional software
- CD-ROMs
- laser disk programs
- assessment programs
- sets of transparencies and illustrations
- dictionaries
- workbooks
- language laboratory manuals
- access to the Internet and electronic mail

Manipulatives

- flash cards (numbers, vocabulary, etc.)
- signs
- plastic objects (foods, animals, furniture, etc.)
- puppets
- props for role plays

Authentic Materials ("real" materials from the target language and culture(s)), such as:

- resource books
- music (cassettes and CDs)
- books
- newspapers
- magazines
- catalogs
- advertisements
- photos
- slides
- posters
- maps
- games
- websites
- videos
- menus
- travel brochures

WWW sites for further information:

http://inmind.com/people/lhs/wired/education/block.html
http://www.ascd.org/services/eric/eric.html
http://carei.coled.umn.edu/bsmain.htm
http://www.classroom.net/classweb/wasson/myhome.html

Appendix G

Note to Parents

A Texas Framework for Languages Other Than English is a publication that provides assistance to educators at the local district level in order to design and implement an articulated district-wide curriculum. It is a tool that can help in developing a curriculum that can be assessed easily and extensively. *A Texas Framework for Languages Other Than English* also delineates how the *Texas Essential Knowledge and Skills for Languages Other Than English* (*TEKS for LOTE*) can guide the development of this curriculum.

The major focus of language proficiency is oral and written communication. Traditionally, instruction has emphasized learning about a language rather than the acquisition of a language. The majority of what a student learned encompassed grammatical structures and pronunciation. In today's classroom, the intent is to base the content for this communication on connections with other subject areas, comparisons of a language with one's own language and culture, and applications in a local community and our global society. By adopting a philosophy of proficiency-oriented instruction, specific attention is focused on developing communicative "survival" skills in the language and on allowing the students to be exposed to that language as much as possible so they may function adequately in social interactions and discussions.

Therefore, parents will find that for a child to become proficient in a language, the instructional methods as well as the learning strategies must enhance communication in the language other than English. For example, if parents were to enter a language classroom, the "noise" level might be higher than it would have been in previous years, but a closer listening will reveal that the noise is all in a language other than English. This is evidence that students are practicing their communication skills. The student's homework assignment might require permission to interview a neighbor who speaks a language other than English. Other assignments might be to view a television program, videotape and narrate an activity at the park, write and act out a skit demonstrating a cultural aspect of the people who speak the language being acquired, record or listen to an audio cassette, or listen to a conversation and note as many details as possible.

The curriculum that is proficiency-oriented will enhance the student's language acquisition. Greater use of the language will facilitate greater proficiency in the language as well as greater academic success. The *Framework* can serve as a guide for administrators, teachers, and parents. It can also address any questions the parents may have about how and at what pace their child is acquiring another language.

Appendix H

Texas Essential Knowledge and Skills for Languages Other Than English

Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

Subchapter A. Elementary

§114.1. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, Elementary A-1
§114.2. Languages Other Than English, Elementary A-1

Subchapter B. Middle School

§114.11. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, Middle School. B-1
§114.12. Languages Other Than English, Middle School. B-1

Subchapter C. High School

§114.21. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, High School C-1
§114.22. Levels I and II - Novice Progress Checkpoint (One Credit Per Level). C-1
§114.23. Levels III and IV - Intermediate Progress Checkpoint (One Credit Per Level). C-3
§114.24. Levels V, VI and VII - Advanced Progress Checkpoint (One Credit Per Level). C-6
§114.25. Exploratory Languages (One-Half to One Credit) C-9
§114.26. Cultural and Linguistic Topics (One-Half to One Credit). C-10

Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

Subchapter A. Elementary

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.

§114.1. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, Elementary.

The provisions of this subchapter shall supersede §75.26 of this title (relating to Other Languages) beginning September 1, 1998.

Source: The provisions of this §114.1 adopted to be effective September 1, 1998, 22 TexReg 4930.

§114.2. Languages Other Than English, Elementary.

School districts are strongly encouraged to offer languages other than English in the elementary grades. For districts that offer languages in elementary, the essential knowledge and skills are those designated as Levels I and II - novice progress checkpoint, exploratory languages, and cultural and linguistic topics in Subchapter C of this chapter (relating to Texas Essential Knowledge and Skills for Languages Other Than English).

Source: The provisions of this §114.2 adopted to be effective September 1, 1998, 22 TexReg 4930.

Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

Subchapter B. Middle School

Statutory Authority: The provisions of this Subchapter B issued under the Texas Education Code, §28.002, unless otherwise noted.

§114.11. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, Middle School.

The provisions of this subchapter shall supersede §75.42 of this title (relating to Other Languages) beginning September 1, 1998.

Source: The provisions of this §114.11 adopted to be effective September 1, 1998, 22 TexReg 4930.

§114.12. Languages Other Than English, Middle School.

(a) School districts are strongly encouraged to offer languages other than English in middle school. For districts that offer languages in middle school, the essential knowledge and skills are those designated as Levels I and II - novice progress checkpoint and Levels III and IV - intermediate progress checkpoint, exploratory languages, and cultural and linguistic topics in Subchapter C of this chapter (relating to Texas Essential Knowledge and Skills for Languages Other Than English).

(b) Students are awarded one unit of high school credit per level for successful completion of the level and one-half to one unit of high school credit for successful completion of a nonsequential course.

(c) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.

Source: The provisions of this §114.12 adopted to be effective September 1, 1998, 22 TexReg 4930.

Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

Subchapter C. High School

Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §28.002, unless otherwise noted.

§114.21. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, High School.

The provisions of this subchapter shall supersede §75.62(a)-(g) and (k)-(o) of this title (relating to Other Languages) beginning September 1, 1998.

Source: The provisions of this §114.21 adopted to be effective September 1, 1998, 22 TexReg 4930.

§114.22. Levels I and II - Novice Progress Checkpoint (One Credit Per Level).

(a) General requirements.

(1) Levels I and II - Novice progress checkpoint can be offered in elementary, middle, or high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.

(2) Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should:

(A) understand short utterances when listening and respond orally with learned material;

(B) produce learned words, phrases, and sentences when speaking and writing;

(C) detect main ideas in familiar material when listening and reading;

(D) make lists, copy accurately, and write from dictation;

(E) recognize the importance in communication to know about the culture; and

(F) recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar.

(3) Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading.

(b) Introduction.

(1) Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.

(2) Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.

(c) Knowledge and skills.

(1) **Communication.** The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

The student is expected to:

(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information;

(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and

(C) present information using familiar words, phrases, and sentences to listeners and readers.

(2) **Cultures.** The student gains knowledge and understanding of other cultures.

The student is expected to:

(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and

(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

(3) **Connections.** The student uses the language to make connections with other subject areas and to acquire information.

The student is expected to:

(A) use resources (that may include technology) in the language and cultures being studied to gain access to information; and

(B) use the language to obtain, reinforce, or expand knowledge of other subject areas.

(4) **Comparisons.** The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

The student is expected to:

(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;

(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and

(C) demonstrate an understanding of the influence of one language and culture on another.

(5) **Communities.** The student participates in communities at home and around the world by using languages other than English.

The student is expected to:

(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and

(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.

Source: The provisions of this §114.22 adopted to be effective September 1, 1998, 22 TexReg 4930.

§114.23. Levels III and IV - Intermediate Progress Checkpoint (One Credit Per Level).

(a) General requirements.

(1) Levels III and IV - Intermediate progress checkpoint can be offered in middle or high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.

(2) Using age-appropriate activities, students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. The intermediate language learner, when dealing with everyday topics, should:

(A) participate in simple face-to-face communication;

(B) create statements and questions to communicate independently when speaking and writing;

(C) understand main ideas and some details of material on familiar topics when listening and reading;

(D) understand simple statements and questions when listening and reading;

(E) meet limited practical and social writing needs;

(F) use knowledge of the culture in the development of communication skills;

(G) use knowledge of the components of language, including grammar, to increase accuracy of expression; and

(H) cope successfully in straightforward social and survival situations.

(3) In classical languages, the skills of listening, speaking, and writing are used in Level III to reinforce the skill of reading. Students of classical languages should reach intermediate proficiency in reading by the end of Level III.

(b) Introduction.

(1) Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.

(2) Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.

(c) Knowledge and skills.

(1) **Communication.** The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

The student is expected to:

(A) engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs;

(B) interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations; and

(C) present information and convey short messages on everyday topics to listeners and readers.

(2) **Cultures.** The student gains knowledge and understanding of other cultures.

The student is expected to:

(A) use the language at the intermediate proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and

(B) use the language at the intermediate proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

(3) **Connections.** The student uses the language to make connections with other subject areas and to acquire information.

The student is expected to:

(A) use resources (that may include technology) in the language and cultures being studied at the intermediate proficiency level to gain access to information; and

(B) use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

(4) **Comparisons.** The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

The student is expected to:

(A) use the language at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;

(B) use the language at the intermediate proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and

(C) use the language at the intermediate proficiency level to demonstrate an understanding of the influence of one language and culture on another.

(5) **Communities.** The student participates in communities at home and around the world by using languages other than English.

The student is expected to:

(A) use the language at the intermediate proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and

(B) show evidence of becoming a lifelong learner by using the language at the intermediate proficiency level for personal enrichment and career development.

Source: The provisions of this §114.23 adopted to be effective September 1, 1998, 22 TexReg 4930.

§114.24. Levels V, VI and VII - Advanced Progress Checkpoint (One Credit Per Level).

(a) General requirements.

(1) Levels V, VI, and VII - Advanced progress checkpoint can be offered in high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.

(2) Using age-appropriate activities, students master novice tasks, expand their ability to perform intermediate tasks, and develop their ability to perform the tasks of the advanced language learner. The advanced language learner of modern languages, when dealing with events of the concrete world, should:

(A) participate fully in casual conversations in culturally appropriate ways;

(B) explain, narrate, and describe in past, present, and future time when speaking and writing;

(C) understand main ideas and most details of material on a variety of topics when listening and reading;

(D) write coherent paragraphs;

(E) cope successfully in problematic social and survival situations;

(F) achieve an acceptable level of accuracy of expression by using knowledge of language components, including grammar; and

(G) apply knowledge of culture when communicating.

(3) The advanced language learner of classical languages reads and comprehends authentic texts of prose and poetry of selected authors. The skills of listening, speaking, and writing are used to reinforce the skill of reading.

(4) Students of classical languages may reach advanced proficiency in reading during Level IV. (A student who completes a College Board Advanced Placement course or the International Baccalaureate in Latin should reach advanced proficiency in reading during Level IV.)

(b) Introduction.

(1) Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.

(2) Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.

(c) Knowledge and skills.

(1) **Communication.** The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

The student is expected to:

(A) engage in oral and written exchanges, including providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions;

(B) interpret and demonstrate understanding of spoken and written language, including literature, on a variety of topics; and

(C) present information, concepts, and ideas on a variety of topics to listeners and readers.

(2) **Cultures.** The student gains knowledge and understanding of other cultures.

The student is expected to:

(A) use the language at the advanced proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and

The student is expected to:

(B) use the language at the advanced proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

(3) **Connections.** The student uses the language to make connections with other subject areas and to acquire information.

The student is expected to:

(A) use resources (that may include technology) in the language and cultures being studied at the advanced proficiency level to gain access to information; and

(B) use the language at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

(4) **Comparisons.** The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

The student is expected to:

(A) use the language at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;

(B) use the language at the advanced proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and

(C) use the language at the advanced proficiency level to demonstrate an understanding of the influence of one language and culture on another.

(5) **Communities.** The student participates in communities at home and around the world by using languages other than English.

The student is expected to:

(A) use the language at the advanced proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and

(B) show evidence of becoming a lifelong learner by using the language at the advanced proficiency level for personal enrichment and career development.

Source: The provisions of this §114.24 adopted to be effective September 1, 1998, 22 TexReg 4930.

§114.25. Exploratory Languages (One-Half to One Credit).

(a) General requirements.

(1) Exploratory languages is a nonsequential course that can be offered in elementary, middle, or high school. At the high school level, students are awarded one-half to one unit of credit for successful completion of a course.

(2) Using age-appropriate activities, students study selected aspects of one or more languages and cultures and/or develop basic language learning and communicative skills.

(b) Introduction. Exploratory courses in languages other than English introduce the student to the study of other languages. Students use components of language, make observations about languages and cultures, develop language study skills, and/or acquire simple communicative skills by completing one or more of the knowledge and skills for exploratory languages.

(c) Knowledge and skills.

(1) The student uses components of language.

The student is expected to:

(A) participate in different types of language learning activities;

(B) use the language skills of listening, speaking, reading, and/or writing;

(C) demonstrate an awareness of some aspects of culture in using the language; and

(D) demonstrate an awareness of the subsystems of other languages (such as grammar, vocabulary, and phonology).

(2) The student makes observations about languages and cultures.

The student is expected to:

(A) compare and contrast features of other languages to English;

(B) recognize the role of nonlinguistic elements (such as gestures) in communication;

(C) demonstrate an understanding of the fact that human behavior is influenced by culture; and

(D) compare some aspects of other cultures to the student's own culture.

(3) The student develops language study skills.

The student is expected to:

(A) practice different language learning strategies;

(B) demonstrate an understanding of the fact that making and correcting errors is an important part of learning a language; and

(C) demonstrate an awareness of language patterns.

Source: The provisions of this §114.25 adopted to be effective September 1, 1998, 22 TexReg 4930.

§114.26. Cultural and Linguistic Topics (One-Half to One Credit).

(a) General requirements.

(1) Cultural and linguistic topics is a nonsequential course that can be offered in elementary, middle, or high school. At the high school level, students are awarded one-half to one unit of credit for successful completion of a course. Upon completion of the course, students may choose to receive credit for a nonsequential course in languages other than English or credit for a social studies elective course.

(2) Using age-appropriate activities, students study cultural, linguistic, geographical, or historical aspects of selected regions or countries.

(b) Introduction. Courses in cultural and linguistic topics introduce students to the study of other cultures. Students gain the knowledge to understand the historical development, geographical aspects, cultural aspects, and/or linguistic aspects of selected regions or countries by completing one or more of the knowledge and skills for cultural and linguistic topics.

(c) Knowledge and skills.

(1) The student gains knowledge of the cultural aspects of selected regions or countries.

The student is expected to:

(A) identify social, cultural, and economic changes that have affected customs and conventions in a region or country;

(B) explain variations of cultural patterns within a region or country;

(C) demonstrate an understanding of the role of traditions in influencing a culture's practices (what people do) and products (what people create); and

(D) recognize the art, music, literature, drama, or other culturally related activity of a region or country.

(2) The student gains a knowledge of certain linguistic aspects of selected regions, countries, or languages.

The student is expected to:

(A) reproduce, read, write, or demonstrate an understanding of common expressions and vocabulary used in the region, country, or language studied;

(B) describe general aspects of a language based upon the linguistic experiences provided, such as word etymologies and derivatives; and

(C) recognize the linguistic contributions of native speakers and writers from various regions.

(3) The student gains knowledge of the geographical aspects of and their related influences on selected regions or countries.

The student is expected to:

(A) demonstrate an understanding of the influence of geography on the historical development of a region or country; and

(B) provide examples of the interrelationships between the physical and cultural environments.

(4) The student gains knowledge of the historical aspects of selected regions or countries.

The student is expected to:

(A) recognize examples of the interactions of a region or country with the rest of the world;

(B) trace historical events from their inception to the present; and

(C) identify significant personalities in the development of a region or country.

Source: The provisions of this §114.26 adopted to be effective September 1, 1998, 22 TexReg 4930.

expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty is generally comprehensible to natives used to the writing of nonnatives.

Advanced	Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.
Advanced-High	Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully, but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.
Superior	Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and pre-

sent arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

Superior	Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.
Distinguished	Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader.

Generic Descriptions-Writing

Novice-Low	Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

Novice-Mid	Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.
Novice-High	Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.
Intermediate-Low	Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary, and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.
Intermediate-Mid	Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g. nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology , such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of nonnatives.
Intermediate-High	Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is

Distinguished	Able to understand all forms and styles of speech pertinent to personal, social and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

Generic Descriptions-Reading

These guidelines assume all reading texts to be authentic and legible.

Novice-Low	Able occasionally to identify isolated words and/or major phrases when strongly supported by context.
Novice-Mid	Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.
Novice-High	Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.
Intermediate-Low	Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Intermediate-Mid	Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.
Intermediate-High	Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.
Advanced	Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.
Advanced-High	Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

Generic Descriptions-Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

Novice-Low	Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.
Novice-Mid	Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.
Novice-High	Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.
Intermediate-Low	Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.
Intermediate-Mid	Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such

	as simple announcements and reports over the media. Understanding continues to be uneven.
Intermediate-High	Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.
Advanced	Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.
Advanced-High	Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.
Superior	Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

	such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.
Intermediate-Mid	Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.
Intermediate-High	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary, still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.
Advanced	The Advanced level is characterized by the speaker's ability to: - converse in a clearly participatory fashion; - initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events; - satisfy the requirements of school and work situations; and - narrate and describe with paragraph-length connected discourse.
Advanced	Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as

elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced level speaker can be understood without difficulty by native interlocutors.

Advanced-High

Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.

Superior

The Superior level is characterized by the speaker's ability to:
- participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and
- support opinions and hypothesize using native-like discourse strategies.

Superior

Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or other dialectical variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

Appendix I

ACTFL Proficiency Guidelines

ACTFL PROFICIENCY GUIDELINES

The 1986 proficiency guidelines represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

Because these guidelines identify stages of proficiency, as opposed to achievement, they are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do, regardless of where, when, or how the language has been learned or acquired; thus, the words "learned" and "acquired" are used in the broadest sense. These guidelines are not based on a particular linguistic theory or pedagogical method, since the guidelines are proficiency-based, as opposed to achievement-based, and are intended to be used for global assessment.

The 1986 guidelines should not be considered the definitive version, since the construction and utilization of language proficiency guidelines is a dynamic, interactive process. The academic sector, like the government sector, will continue to refine and update the criteria periodically to reflect the needs of the users and the advances of the profession. In this vein, ACTFL owes a continuing debt to the creators of the 1982 provisional proficiency guidelines and, of course, to the members of the Interagency Language Roundtable Testing Committee, the creators of the government's Language Skill Level Descriptions.

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Generic Descriptions-Speaking

Novice	The Novice level is characterized by the ability to communicate minimally with learned material.
Novice-Low	Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.
Novice-Mid	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
Novice-High	Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
Intermediate	The Intermediate level is characterized by the speaker's ability to: - create with the language by combining and recombining learned elements, though primarily in a reactive mode; - initiate, minimally sustain, and close in a simple way basic communicative tasks; and - ask and answer questions.
Intermediate-Low	Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform

Appendix J

Credit By Examination,
Texas Education Agency

Subchapter C. Other Provisions

Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §§28.023, 28.054, and 38.003, unless otherwise noted.

§74.21. Schedule for Implementation.

The requirements in this chapter shall be implemented according to the following schedule.

(1) Elementary, kindergarten through Grade 5. All provisions of §74.2 of this title (relating to Description of a Required Elementary Curriculum) shall be implemented fully beginning with the 1996-1997 school year.

(2) Secondary, Grades 6-12. All provisions of §74.3(b) of this title (relating to Description of a Required Secondary Curriculum) and Subchapter B of this chapter (relating to Graduation Requirements) shall be implemented fully beginning with the 1997-1998 school year. A student entering Grade 9 in the 1997-1998 school year or thereafter must meet the provisions of Subchapter B of this chapter (relating to Graduation Requirements).

(3) Other sections. Provisions of other sections of this chapter shall be implemented during the 1996-1997 school year unless otherwise specified.

Source: The provisions of this §74.21 adopted to be effective September 1, 1996, 21 TexReg 4311.

§74.22. Options for Offering Courses.

A school district may use alternative procedures for delivering instruction to ensure that essential elements and courses are taught according to the requirements of Chapter 75 of this title (relating to Curriculum). The district shall pay any fees or other costs for students to participate in alternative delivery procedures.

Source: The provisions of this §74.22 adopted to be effective September 1, 1996, 21 TexReg 4311.

§74.23. Correspondence Courses.

Credit toward state graduation requirements may be granted under this section only under the following conditions.

(1) The institution offering the course must be the University of Texas at Austin, Texas Technological University, or another public institution of higher education approved by the commissioner of education.

(2) The correspondence course must include the essential elements specified in Chapter 75 of this title (relating to Curriculum) for such a course.

Source: The provisions of this §74.23 adopted to be effective September 1, 1996, 21 TexReg 4311.

§74.24. Credit by Examination.

(a) General provisions.

(1) A school district must provide at least three days between January 1 and June 30 and three days between July 1 and December 31 annually when examinations for acceleration required under Texas Education Code, §28.023, shall be administered in Grades 1-12. The days do not need to be consecutive but must be designed to meet the needs of all students. The dates must be publicized in the community.

(2) A school district shall not charge for an exam for acceleration. If a parent requests an alternative examination, the district may administer and recognize results of a test purchased by the parent or student from Texas Tech University or the University of Texas at Austin.

(3) A school district must have the approval of the district board of trustees to develop its own tests or to purchase examinations that thoroughly test the essential knowledge and skills in the applicable grade level or subject area.

(4) A school district may allow a student to accelerate at a time other than one required in paragraph (1) of this subsection by developing a cost-free option approved by the district board of trustees that allows students to demonstrate academic achievement or proficiency in a subject or grade level.

(b) Assessment for acceleration in kindergarten through Grade 5.

(1) A school district must develop procedures for kindergarten acceleration that are approved by the district board of trustees.

(2) A student in any of Grades 1-5 must be accelerated one grade if he or she meets the following requirements.

(A) The student scores 90% on a criterion-referenced test for the grade level he or she wants to skip in each of the following areas: language arts, mathematics, science, and social studies.

(B) A school district representative recommends that the student be accelerated.

(C) The student's parent or guardian gives written approval for the acceleration.

(c) Assessment for course credit in Grades 6-12.

(1) A student in any of Grades 6-12 must be given credit for an academic subject in which he or she has had no prior instruction if the student scores 90% on a criterion-referenced test for the applicable course.

(2) If a student is given credit in a subject on the basis of an examination, the school district must enter the examination score on the student's transcript.

Source: The provisions of this §74.24 adopted to be effective September 1, 1996, 21 TexReg 7239.

§74.25. High School Credit for College Courses.

(a) A school district board of trustees may adopt a policy that allows a student to be awarded credit toward high school graduation for completing a college-level course. The course must be provided only by an institution of higher education that is accredited by one of the following regional accrediting associations:

(1) Southern Association of Colleges and Schools;

(2) Middle States Association of Colleges and Schools;

(3) New England Association of Schools and Colleges;

(4) North Central Association of Colleges and Schools;

(5) Western Association of Schools and Colleges; or

(6) Northwest Association of Schools and Colleges.

(b) To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have the approval of the high school principal or other school official designated by the school district. The course for which credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential elements.

Source: The provisions of this §74.25 adopted to be effective September 1, 1996, 21 TexReg 4311.

§74.26. Award of Credit.

(a) The award of credit for a course by a school district affirms that a student has satisfactorily met all state and local requirements. Any course for which credit is awarded must be provided according to this subsection.

(1) Credit earned toward state graduation requirements by a student in an accredited school district shall be transferable and must be accepted by any other school district in the state. A district may not prohibit a new student from attending school pending receipt of transcripts or records from the school district the student previously attended. Credit earned in a local-credit course may be transferred only with the consent of the receiving school district.

(2) A school district must ensure that the records or transcripts of an out-of-state or out-of-country transfer student or a transfer student from a Texas nonpublic school are evaluated and that the student is placed in appropriate classes promptly. The district may use a variety of methods to verify the content of courses for which a transfer student has earned credit.

(b) Districts may offer courses designated for Grades 9-12 (refer to §74.11 of this title (relating to High School Graduation Requirements) in earlier grade levels. A course may be considered completed and credit may be awarded if the student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student has received instruction in the course or the grade level at which proficiency was attained. The academic achievement record (transcript) shall reflect that students have satisfactorily completed courses at earlier grade levels than Grades 9-12 and have been awarded state graduation credits.

(c) Credit for courses for high school graduation may be earned only if the student received a grade which is the equivalent of 70 on a scale of 100, based upon course-level, grade-level standards of the essential knowledge and skills curriculum.

Source: The provisions of this §74.26 adopted to be effective September 1, 1996, 21 TexReg 4311.

Appendix K

Selected Resources

Inclusion

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Organizations

American Association of Teachers of French (AATF), Jayne Abrate, Executive Director, Southern Illinois University, Carbondale, IL 62901-4510

American Association of Teachers of German (AATG), Helene Zimmer-Loew, Executive Director, 112 Haddontowne Court #104, Cherry Hill, NJ 08034

American Association of Teachers of Italian (AATI), Anthony Mollica, Faculty of Education, Brock University, St. Catherines, Ontaio, L3B 2S1

American Association of Teachers of Spanish & Portuguese (AATSP), Lynn Sandstedt, Executive Director, 210 Butler-Hancock Hall, University of Northern Colorado, Greeley, CO 80639

American Classical League (ACL), Miami University, Oxford, OH 45056

American Council on the Teaching of Foreign Languages, (ACTFL) C. Edward Scebold, Executive Director, 6 Executive Plaza, Yonkers, NY 10701-6801

American Council of Teachers of Russian (ACTR), 1776 Massachusetts Ave, N.W., Suite 700, Washington, D.C. 20036

American Philological Association (APA), John Marincola, Executive Director, New York University, 19 University Place, Room 328, New York, NY 10003-4556

Association of Teachers of Japanese (ATJ), Campus Box 279, University of Colorado, Boulder, CO 80309-0279

Central States Conference on the Teaching of Foreign Languages, Rosalie Cheatham, Executive Director, University of Arkansas-Little Rock, 2801 South University, Little Rock, AR 72204

Chinese Language Association of Secondary-Elementary Schools (CLASS) P.O. Box 2348, Livingston, NJ 07039

Classical Association of the Middle West and South (CAMWS), Gregory Daugherty, Secretary-Treasurer, Randolph - Macon College, Department of Classics, P.O. Box 5005, Ashland, VA 23005-5505

International Baccalaureate North America, 200 Madison Avenue, Suite 2007, New York, NY 10016

National Network for Early Language Learning, Nancy Rhodes, Executive Secretary, Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC 20037

Southwest Conference on Language Teaching (SWCOLT), Audrey Cournia, Executive Director, 1348 Coachman Drive, Sparks, NV 89434

Teachers of English to Speakers of Other Languages (TESOL), 1600 Cameron St., Suite 300, Alexandria, VA 22314

Texas Classical Association (TCA), Doris Kays, Executive Secretary-Treasurer, 2535 Turkey Oak, San Antonio, TX 78232

Texas Foreign Language Association (TFLA), Eugenia Simons, Executive Secretary-Treasurer, 1320 Modiste Dr., Houston, TX 77055

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972; EXECUTIVE ORDERS 11246 AND 11375; EQUAL PAY ACT OF 1964; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; IMMIGRATION REFORM AND CONTROL ACT OF 1986; AMERICANS WITH DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

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